



Joint Council for  
Qualifications<sup>CIC</sup>

# An overview of the access arrangements and reasonable adjustments process for centres accepting private candidates

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For the attention of SENCOs, assessors and senior leaders within schools and colleges.

Produced on behalf of:



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# 1 Introduction

This document has been specifically written to support SENCOs, assessors and senior leaders within centres who enter private candidates for examinations.

The document is intended to support, but **not** replace, the JCQ publication *Access Arrangements and Reasonable Adjustments* which SENCOs, equivalent members of staff within FE colleges and assessors, **must** continue to refer to.

Wording highlighted in yellow reflects the principal changes for the academic year 2023/24.

## 2 What are access arrangements?

Access arrangements are agreed **before** examinations. 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'.

### 3 What are 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 computer reader, 50% extra time and a word processor which would be reasonable adjustments for a vision impaired candidate. A reasonable adjustment may be unique to that individual.

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.

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'.

In most cases it **will not** be reasonable for adjustments to be made to assessment objectives within a qualification. To do so would likely undermine the effectiveness of the qualification in providing a reliable indication of the knowledge, skills and understanding of the candidate. There is no duty to make adjustments which the qualifications regulators have specified should not be made.

For further information, heads of centre, senior leaders, SENCos and assessors should refer to Chapters 1 and 3 of the JCQ document *Access Arrangements and Reasonable Adjustments*:

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

## 4 Types of access arrangements and reasonable adjustments

Twenty access arrangements/reasonable adjustments are delegated to centres. These arrangements **do not** require an examination centre to process an online application or, in most cases, produce any evidence of need for inspection. The SENCo, or an equivalent member of staff within an FE college, is empowered at a local level to determine the appropriateness and reasonableness of the arrangement. However, the SENCo **must** be satisfied of the need for the arrangement(s).

The SENCo will base their decision on the private candidate's normal way of working and whether their impairment has a substantial and long-term adverse effect. **See section 7 which provides information on establishing a candidate's normal way of working.**

### The following arrangements are delegated to centres:

- **Alternative rooming arrangements - sitting the examination outside of the main examination hall/room, e.g. a room for a smaller group of candidates with similar needs (formerly known as separate invigilation). This would be where the candidate could not be seated more appropriately within the main examination hall/room. Centres will apply strict criteria for this arrangement, subject to appropriate evidence of need.**
- Amplification equipment
- Bilingual dictionary
- Braille transcript
- Braille
- Closed Circuit Television (CCTV)
- Colour naming by the invigilator for candidates who are colour blind
- Coloured overlays
- Communication Professional (for candidates using Sign Language)
- Examination on coloured/enlarged paper
- Fidget toys and stress balls
- Live speaker for pre-recorded examination components
- Low vision aid/magnifier
- Non electronic ear defenders/ear plugs
- Optical Character Reader (OCR) scanners
- Prompter
- Read aloud (which can include an examination reading pen)
- Squared paper for visual spatial difficulties
- Supervised rest breaks
- Word processor (with the spelling and grammar check switched off)

It is recommended that the SENCo confirms in writing any agreed centre delegated access arrangement(s) with a private candidate.

The following arrangements require an online application to be submitted by the centre, supported by evidence of need:

- Access to a mobile phone for medical purposes
- Bilingual dictionary with 25% extra time (solely for GCSE qualifications)
- Computer reader/reader
- 25% extra time
- Extra time over 25%†
- Practical Assistant†
- \*Remote invigilation†
- Scribe/speech recognition technology
- Timetable variation for a candidate with a disability.

†The arrangement will be automatically rejected. Applications should then be referred online by the centre to the relevant awarding body.

\*Remote invigilation may be acceptable in **very exceptional circumstances**.

A disabled candidate may require other adjustments which are not listed in this document. Accordingly, the list of arrangements is not exhaustive. Where a candidate has substantial needs which are not accommodated by *Access arrangements online*, the centre **must** make an online referral to the relevant awarding body/bodies. This **must** be done via *Access arrangements online* by selecting 'Other'.

Additional paperwork may be required to justify the request being made. Awarding bodies may require more compelling evidence of need before approving an arrangement that would otherwise unfairly advantage the candidate. The requirement for evidence of need is important to maintain the rigour and standard of the examination system. Evidence is also necessary to ensure that those using examination certificates can continue to have confidence in the awarding of qualification grades.

## 5 Applying for access arrangements

Arrangements **must** be processed and approved **before** an examination or assessment, no later than the published deadline as below.

Exam series	Access arrangement	Final deadline
Novmber 2023	Modified papers	20 September 2023
November 2023	All other access arrangements	1 November 2023
June 2024	Modified papers	31 January 2024
June 2024	All other access arrangements	21 March 2024

The centre **must** ensure that private candidates are aware of the internal deadline for access arrangements/reasonable adjustments. This will then allow the centre to gather, collate and produce the required evidence to support an online application.

Private candidates will be required to adhere to the centre's internal deadlines. Requirements for access arrangements **must** be notified at the point of application/enrolment.

The centre's application form for a private candidate **must** include questions on a private candidate's difficulties when working under timed and controlled conditions and any potential access arrangements/reasonable adjustments. Where a difficulty is highlighted, the centre should then contact the private candidate as soon as possible to discuss their needs. This will enable the centre to meet its internal deadline and discuss with the private candidate whether the choice of qualification(s) is/are appropriate as well as exploring possible access arrangements/reasonable adjustments.



## 6 Overview of evidence requirements which require an online application using *Access arrangements online*

### Access arrangements

### Evidence requirements (in all cases normal way of working unless a temporary illness/injury)

#### Physical disability, sensory impairment

25% extra time, extra time of more than 25%, computer reader/reader, scribe

\*The SENCo will complete Form 9 confirming the candidate's normal way of working and that the candidate has persistent and significant difficulties, confirmed by a formal diagnosis from a registered specialist such as a clinical paediatrician or a hospital consultant (not a GP).

#### Medical condition (e.g. ADHD, ASD, mental health conditions)

25% extra time, extra time of more than 25%, computer reader/reader, scribe

\*The SENCo will complete Form 9 confirming the candidate's normal way of working and that the candidate has persistent and significant difficulties, confirmed by a formal diagnosis from a registered specialist such as a clinical paediatrician or a hospital consultant (not a GP).

#### Learning difficulties (e.g. dyscalculia, dyslexia)

25% extra time

A fully completed Form 8, Parts 1, 2 and 3, with **an assessment by the centre's appointed assessor from Year 9 onwards or where the private candidate is aged 14 years or over in the academic year of entry** using current editions of nationally standardised tests (assessor selects tests).

**At least two below average standardised scores of 84 or less, or one below average standardised score (84 or less) and one low average standardised score (85-89),<sup>†</sup> relating to two different areas of speed of working (cognitive processing/reading/writing).**

**Only Form 8 is acceptable.** Spreadsheets, email messages, centre devised equivalents of Form 8, educational psychologists' reports and other reports **are not** acceptable for processing and inspection purposes.

Scribe/speech recognition technology (including the use of a word processor with the spelling and/or grammar check switched on)

A fully completed Form 8, Parts 1, 2 and 3, with **an assessment by the centre's appointed assessor from Year 9 onwards or where the private candidate is aged 14 years or over in the academic year of entry** using current editions of nationally standardised tests (assessor selects tests).

The candidate cannot produce written work through any other means due to:

- spelling in the **below average range (a spelling accuracy standardised score of 84 or less)** with unrecognisable spellings; **or**
- below average writing speed (**a standardised score of 84 or less**).

**Only Form 8 is acceptable.** Spreadsheets, email messages, centre devised equivalents of Form 8, educational psychologists' reports and other reports **are not** acceptable for processing and inspection purposes.

Extra time between 26% and 50%

A fully completed Form 8, Parts 1, 2 and 3 with **an assessment carried out by the centre's appointed assessor within 26 months leading up to the examination(s)** using current editions of nationally standardised tests (assessor selects tests).

- Speed of cognitive processing/reading/writing **must be very substantially below average (two standardised scores of 69 or less which relate to two different areas of speed of working).**
- **This is a rare and exceptional arrangement.**

**Only Form 8 is acceptable.** Spreadsheets, email messages, centre devised equivalents of Form 8, educational psychologists' reports and other reports **are not** acceptable for processing and inspection purposes.

## Access arrangements

## Evidence requirements (in all cases normal way of working unless a temporary illness/injury)

### Learning difficulties (e.g. dyscalculia, dyslexia) (cont.)

Computer reader/reader

Centre based evidence from the SENCo confirming the nature of the candidate's impairment and that the use of a computer reader/reader reflects his/her normal and current way of working within the centre.

Please see section 5.5 of the JCQ regulations.

### EAL

Bilingual dictionary and 25% extra time

\*The candidate **must** meet the published criteria. **This is a rare and exceptional arrangement.**

\* SENCos **must** refer to the JCQ document *Access Arrangements and Reasonable Adjustments*:

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

†In very exceptional circumstances two low average standardised scores (85 to 89) relating to two different areas of speed of working may be accepted.

## 7 How do SENCOs establish the candidate's normal way of working when completing assessments?

There are a variety of sources a SENCO could use to paint a picture of need and establish normal way of working:

- refer to the candidate's responses on the centre's application form regarding their difficulties and any previous access arrangements;
- \*have a detailed conversation with the private candidate, and where relevant their parent(s)/carer(s), or those with other caring or educational responsibilities, identifying their difficulties, including those which are self-reported, when working under timed conditions;
- where relevant, information from the candidate's distance learning provider or a qualified private tutor. This information could be relayed, for example, by email, telephone or video call;
- information from a previous centre which may include:
  - an Individual Education Plan (IEP) or an Individual Learning Plan (ILP);
  - arrangements made for Key Stage 2 National Curriculum Tests;
  - arrangements made for any previous internal and/or external examinations and assessments;
  - where relevant, a copy of the approval sheet from *Access arrangements online*;
  - where relevant, centre-based evidence used by the previous centre to support an online application. This could include a fully completed Form 8, accompanied by evidence of the assessor's qualification;
  - any other evidence of support from a previous centre;
- \*the conducting of screening tests for a candidate with learning difficulties;
- \*setting the private candidate assessments (for example, awarding body past papers) to establish the need for 25% extra time or a scribe. For extra time, the candidate could be given the allocated time for the paper, then change their pen colour and continue for an extra 25% of the time allowed. This would help to establish whether extra time is used effectively;
- a work log. The candidate is asked to keep a log of their working methods for assignments, for example, support with reading or spelling from another individual or the use of technology, and the time taken to complete the work;
- samples of work. The candidate is asked to provide examples of their work to evidence any difficulties (e.g. issues with legibility or spelling) or support (e.g. the use of dictation software, the use of a laptop with spellcheck switched on).

\*Where a private candidate is unable to attend the centre for a conversation or assessment, communication can take place, where appropriate, remotely by phone or via a video call. No specialist remote invigilation software is required.

## 8 Assessment of candidates with learning difficulties

The head of centre is responsible for:

- the quality of the access arrangements/reasonable adjustments process within their centre; **and**
- the appointment of assessors, checking the qualifications of those assessing candidates.

The assessor should be employed or contracted by the centre.

An external assessor identified by a parent/carer or an adult learner, who contacts the SENCo, establishes a working relationship with the centre and is approved by the head of centre may assess the private candidate.

Before assessing the candidate, the assessor **must** receive as a minimum a 'skeleton' Part 1 of Form 8, working with the SENCo.

## Examples

### A home educated student with a formally diagnosed medical condition

A home educated student with a formal medical diagnosis of Autism is being prepared for some GCSE examinations. He has a current EHCP which confirms his Autism.

The Covid-19 pandemic had a significant impact on his mental health and he found it increasingly difficult to return to school. The effect of his Autism became more pronounced. He subsequently began to receive home tuition from a tutor who is an approved supplier to the local County Council.

The tutor checks the JCQ website for those centres that have indicated a willingness to accept entries from private candidates.

The student is being prepared for 4 GCSEs – Combined Science, Mathematics, Statistics and Astronomy, which is of particular interest to him. It is hoped that he will be able to complete GCSE English Language at a later date, although the Spoken Language Endorsement will be a challenge.

His mother completes the centre's application form which includes questions on any difficulties a private candidate might encounter when sitting examinations, as well as information on any previous access arrangements put in place for examinations/assessments. The student had 25% extra time and a reader for Key Stage 2 National Curriculum Tests.

The tutor talks to the SENCo to explain his student's difficulties. Following this conversation the student begins to keep a log of his difficulties. He records that his tutor helps him read assignments and teaching materials. The tutor also records that he often gives his student short breaks as he can find it tiring absorbing information and begins to lose focus.

As the student begins to complete past GCSE papers the tutor acts as his reader, gives 25% extra time and provides supervised rest breaks.

With the student's work log and a further conversation with his tutor, the SENCo can complete page 3 of Form 9. She can confirm the student's disability and produce a short concise statement justifying a reader and a short concise statement justifying supervised rest breaks.

The SENCo can do the same on page 4 of Form 9. The tutor has helpfully provided an email message based on his observations as to why 25% extra time is also required.

25% extra time, a reader and supervised rest breaks have become the candidate's normal way of working when completing past papers in all four subjects.

With initial background information from the student's mother and with observations and feedback from his tutor, the SENCo feels confident in completing pages 3 and 4 of Form 9.

An online application for 25% extra time and a reader is subsequently approved.

In his GCSE examinations his tutor **will not** be able to act as a reader. The SENCo will work with the exams officer to identify a reader for him who will be the same person for all his GCSE examinations.

### **A private candidate with learning difficulties**

The candidate took GCSEs at a local secondary school. She continued into the 6th form for a year studying three A-levels, English Literature, Geography and History. However, due to bullying she did not return for her final year of her A-level studies. Her parents have engaged a private tutor to support her with her studies.

The private tutor notices that she takes a long time to read and understand text, and also notices that she writes slowly. The private tutor suggests that she uses her laptop to complete written work. However, although she is a competent typist she still struggles to type her responses within the time her tutor sets to complete assignments.

She has identified another local school who is willing to enter her as a private candidate for her chosen A-level subjects.

The school provides her with their application form for private candidates and she records her difficulties, as identified by her tutor. She records her difficulties in taking time to read and absorb the teaching materials her tutor provides, as well as the time it takes her to complete assignments set by her tutor.

She has a video call with the SENCo and is able to explain her difficulties when working. It is decided that she will come into the school and complete some screening tests. This will allow the SENCo to complete Part 1 of Form 8 before she is assessed by the school's appointed assessor. The assessor will focus on her speed of reading and cognitive processing.

With a 'skeleton' Part 1 of Form 8 based on the candidate's self-reported difficulties and screening test results, together with one below average standardised score relating to speed of reading comprehension and one below average standardised score relating to cognitive processing recorded within Part 2 of Form 8, the SENCo can process an online application for 25% extra time.

The SENCo records within 'Other relevant information' – Part 1 of Form 8 for inspection purposes that as this is a private candidate a 'skeleton' Part 1 of Form 8 has been completed. It is not possible for the SENCo to produce a picture of need to the level expected for an internal candidate.

She also records within Part 3 of Form 8 that the candidate will be awarded a word processor with the spelling and grammar check switched off.