

# Overview of evidence requirements

Access arrangements	Evidence requirements (in all cases normal way of working within the centre unless the candidate has a temporary illness/injury)
Physical disability, sensory impairment	
<p><b>25% extra time, extra time of more than 25%, computer reader/reader, scribe</b></p>	<p>*The SENCo will complete Form 9 confirming the candidate's normal way of working and that the candidate has persistent and significant difficulties which substantially impact on teaching and learning, confirmed by a formal diagnosis from a registered specialist such as a clinical paediatrician or a hospital consultant (not a GP).</p> <p><b>For 25% extra time in addition</b> to a completed Form 9 the following will be required for inspection purposes:</p> <ul style="list-style-type: none"> <li>• a sample of internal school tests/mock exam papers across relevant subjects showing the application of 25% extra time</li> <li>• comments and observations from teaching staff in relevant subjects as to why the candidate needs 25% extra time and how they use the 25% extra time awarded</li> <li>• evidence that supervised rest breaks have been trialled and exhausted.</li> </ul>
Medical condition (e.g. ADHD, ASD, mental health conditions)	
<p><b>25% extra time, extra time of more than 25%, computer reader/reader, scribe</b></p>	<p>*The SENCo will complete Form 9 confirming the candidate's normal way of working and that the candidate has persistent and significant difficulties which substantially impact on teaching and learning, confirmed by a formal diagnosis from a registered specialist such as a clinical paediatrician or a hospital consultant (not a GP).</p> <p><b>For 25% extra time in addition</b> to a completed Form 9 the following will be required for inspection purposes:</p> <ul style="list-style-type: none"> <li>• a sample of internal school tests/mock exam papers across relevant subjects showing the application of 25% extra time</li> <li>• comments and observations from teaching staff in relevant subjects as to why the candidate needs 25% extra time and how they use the 25% extra time awarded</li> <li>• evidence that supervised rest breaks have been trialled and exhausted.</li> </ul>

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

25% extra time	<p><b>A fully completed Form 8, Parts 1, 2 and 3, with an assessment by the centre's appointed assessor from Year 9 onwards</b> using current editions of nationally standardised tests (assessor selects tests).</p> <p><b>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/fluency, reading, writing).</b></p> <p><b>Only Form 8 is acceptable.</b> Spreadsheets, email messages, centre devised equivalents of Form 8, educational psychologists' reports, a diagnosis of Dyslexia, diagnostic assessment reports <b>are not</b> acceptable for processing and inspection purposes.</p> <p><b>For 25% extra time in addition</b> to a completed Form 8 the following will be required for inspection purposes:</p> <ul style="list-style-type: none"> <li>• a sample of internal school tests/mock exam papers across relevant subjects showing the application of 25% extra time</li> <li>• comments and observations from teaching staff in relevant subjects as to why the candidate needs 25% extra time and how they use the 25% extra time awarded.</li> </ul>
Scribe/speech recognition technology (including the use of a word processor with the spelling and/or grammar check switched on)	<p><b>A fully completed Form 8, Parts 1, 2 and 3, with an assessment by the centre's appointed assessor from Year 9 onwards</b> using current editions of nationally standardised tests (assessor selects tests).</p> <p>The candidate cannot produce written work through any other means due to:</p> <ul style="list-style-type: none"> <li>• spelling in the <b>below average range (a spelling accuracy standardised score of 84 or less)</b> with unrecognisable spellings; or</li> <li>• below average writing speed (<b>a standardised score of 84 or less</b>).</li> </ul> <p><b>Only Form 8 is acceptable.</b> Spreadsheets, email messages, centre devised equivalents of Form 8, educational psychologists' reports, a diagnosis of Dyslexia, diagnostic assessment reports <b>are not</b> acceptable for processing and inspection purposes.</p>
Extra time between 26% and 50%	<p><b>A fully completed Form 8, Parts 1, 2 and 3, with an assessment by the centre's appointed assessor within 26 months of the final examination(s)</b> using current editions of nationally standardised tests (assessor selects tests).</p> <ul style="list-style-type: none"> <li>• Speed of cognitive processing/fluency, reading, writing <b>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.</b></li> </ul> <p><b>Only Form 8 is acceptable.</b> Spreadsheets, email messages, centre devised equivalents of Form 8, educational psychologists' reports, a diagnosis of Dyslexia and diagnostic assessment reports <b>are not</b> acceptable for processing and inspection purposes.</p>
Computer reader/reader	<p>Centre based evidence from the SENCo confirming the nature of the candidate's impairment and that the use of a computer reader/reader reflects their normal and current way of working within the centre.</p> <p>Please see section 5.5 of the JCQ regulations.</p>

Other access arrangements  (Access arrangements delegated to centres)	<b>There is no need to apply through Access Arrangements Online (AAO) for:</b> alternative rooming arrangements, amplification equipment, bilingual dictionary (without 25% extra time), blank sheet of paper for doodling, Braille transcript, Braille, colour naming for colour blind candidates, coloured overlays, examination on coloured/enlarged paper, examination reading pen, fidget toys and stress balls, Live Speaker for pre-recorded examinations, low-vision aid/magnifier, non-electronic ear defenders/ear plugs, non-electronic headphones, OCR scanner, prompter, read aloud, Sign Language Professional, squared paper for visual spatial difficulties, supervised rest breaks, timer on a candidate's desk and word processor (with the spelling and grammar check switched off).
<b>English as an Additional Language (EAL)</b>	
Bilingual dictionary	A candidate with EAL might be eligible for a bilingual dictionary. The bilingual dictionary <b>must</b> be stored at the centre.
Bilingual dictionary and 25% extra time	<p>*The candidate <b>must</b> meet the published criteria. <b>This is a rare and exceptional arrangement.</b> Please see section 5.18 of the JCQ regulations.</p> <p>This arrangement is not normally available to candidates entered for:</p> <ul style="list-style-type: none"> <li>• AQA Applied General qualifications</li> <li>• AQA Level 3 Certificate in Mathematical Studies</li> <li>• AQA Level 3 Technical qualifications</li> <li>• BTEC Nationals</li> <li>• Cambridge Technicals (Level 3)</li> <li>• Essential Skills (Level 3)</li> <li>• GCE AS and A level qualifications</li> <li>• OCR Level 3 Certificates</li> <li>• T Levels</li> <li>• WJEC Level 3 Applied Certificates, Diplomas and Extended Diplomas (including Alternative Academic Qualifications)</li> </ul>
Computer reader/reader	<p>Centre based evidence from the SENCo confirming the nature of the candidate's impairment and that the use of a computer reader/reader reflects their normal and current way of working within the centre.</p> <p>Please see section 5.5 of the JCQ regulations.</p>

\* SENCos must refer to the JCQ publication *Access Arrangements and Reasonable Adjustments*: [www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration](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.