



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

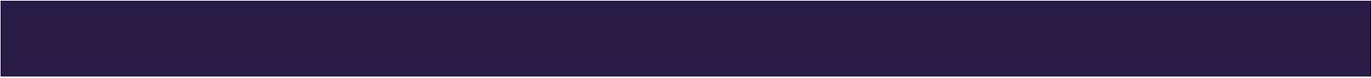
# Changes to the 2025/26 JCQ document Access Arrangements and Reasonable Adjustments

March 2026

Produced on behalf of:



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Following feedback and discussion with stakeholders we are making amendments to the JCQ document *Access Arrangements and Reasonable Adjustments 2025/26*. These changes will take immediate effect and will be set out in the March 2026 version of the *Access Arrangements and Reasonable Adjustments* document.

**We recommend that you consider the amendments below to ensure that decisions on arrangements for your candidates are compliant with the March 2026 version of the *Access Arrangements and Reasonable Adjustments* document.**

**The amendments are summarised below:**

1. In the **Introduction** to the document, we have removed references to access arrangements that prepare candidates for the workplace. Although it may be helpful in many cases to consider a broad range of access arrangements, the requirement is to implement reasonable adjustments which remove or reduce barriers in assessments so candidates can demonstrate their knowledge, skills and understanding.
2. In **section 5.1, supervised rest breaks**, we have amended the wording to state that 'Where a candidate has an impairment other than a learning difficulty, the SENCo should consider the option of supervised rest breaks before making an application for 25% extra time'. This is because we recognise there might be circumstances where it might not be practicable or appropriate for a SENCo to 'trial and exhaust' supervised rest breaks before making an application for 25% extra time. SENCos should always use their professional judgement to determine the most appropriate adjustment for the candidate's assessments. This would be based on classroom observations, feedback from teachers and the candidate's own views.
3. In **section 5.16, Other arrangements for candidates with disabilities**, we have amended the wording to state that 'The use of an alternative room with one-to-one invigilation would apply where the candidate has a serious medical condition, such as frequent seizures, Tourette's or significant behavioural issues which would disturb other candidates in the examination room'.

SENCos, supported by relevant senior leaders, should exercise their professional judgment and determine when one-to-one invigilation is required.

In addition to highlighting these changes to the 2025/26 JCQ regulations, we wanted to provide additional exemplification to support SENCOs, ALNCOs and Access Arrangements Coordinators understanding of the evidence that may be used to support an online application for 25% extra time. When collating evidence to support an application, including for inspection, the focus should be on the quality of the evidence and not quantity. A small, representative sample is sufficient rather than a full subject portfolio.

#### **Example 1**

##### **A GCSE candidate studying nine subjects**

One marked assessment in a subject requiring extended writing like English or History, plus one marked assessment in a numerical subject like maths or science and one marked assessment in another subject such as a short answer MFL paper.

#### **Example 2**

##### **An A level candidate studying three A levels – English Literature, Psychology and Sociology**

One marked assessment for English Literature, plus one marked assessment for Psychology and one marked assessment for Sociology.

#### **Example 3**

##### **A candidate studying a Level 3 Vocational technical qualification**

One to two marked assessments across the qualification.

#### **Example 4**

##### **A candidate studying a Level 2 Essential Communication Skills qualification and a Level 2 Health and Social Care qualification**

One marked assessment from either qualification.

#### **Example 5**

##### **A candidate resitting GCSE Mathematics and studying a Level 2 Vocational technical qualification**

A candidate was awarded 25% extra time by their former school for GCSE Mathematics and Science examinations because their learning difficulty had a substantial impact in numerical subjects. The candidate is resitting GCSE Mathematics alongside a Level 2 Vocational technical qualification. While it is not mandatory to obtain additional evidence as the Form 8 or Form 9 from the school can be used, the ALNCO might decide to obtain one piece of marked assessment evidence from one of the candidate's Level 2 vocational subject tutors to confirm that 25% extra time is an appropriate adjustment for the candidate's Level 2 VTQ examinations.

### ***Examples of acceptable assessment evidence***

Any of the following would be acceptable for inspection:

- A copy of a marked internal test or mock exam script showing the use of 25% extra time (i.e. a change of pen colour or font to show the additional time).
- A scanned extract or digital record from an online test/mock exam showing that the extra time was granted and used effectively. Alternatively, there could be a log from the invigilator which recorded the candidate using their 25% extra time allowance.
- A subject teacher proforma, recording that the candidate used the extra time and that it resulted in improved quality, completeness or accuracy of work together with a brief written comment from both the teacher and the candidate (where appropriate) confirming that the extra time was used and enabled the candidate to demonstrate their knowledge, skills and understanding.
- Assessment evidence supported by brief, focused teacher comments. For example, the candidate requires and consistently uses their extra time, it makes a difference to the quality or completeness of the candidate's work.

### ***Private candidates***

We recognise that it may be more challenging to collate evidence in the case of private candidates who may not have a long-standing centre relationship.

The following are examples of the evidence that may be used alongside the completed Form 8 or 9:

- Setting the candidate assessments (for example, awarding body past papers). For extra time, the candidate could change their pen colour for the extra 25% of the time allowed.
- A work log. The candidate is asked to provide 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.
- Evidencing the candidate's difficulties from completing short, timed tasks or online formative assessments.
- 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).

## Example of a cover sheet for an internal test /mock exam with 25% extra time

Student name:

Subject:

Date:	
<b>Evidence of use of 25% extra time</b>	
<input checked="" type="checkbox"/>	Student used 25% extra time
<input type="checkbox"/>	Student did not use 25% extra time

<b>What was the impact of the extra time?</b>	
<input checked="" type="checkbox"/>	Student completed more questions/sections
<input type="checkbox"/>	Student improved or extended their answers
<input type="checkbox"/>	Student reviewed and corrected their answers
<input type="checkbox"/>	Other:

<b>Teacher comment/signature:</b>
<i>James effectively used 25% extra time in this assessment. It has enabled him to answer all questions and effectively demonstrate his subject knowledge. 25% extra time makes a real difference for him.</i>
<b>(Optional) Student comment:</b>

**Please note – the information provided on this document must relate to an existing internal test or mock exam paper which can be accessed and shown to the JCQ Inspector where requested.**