

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	
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 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). For 25% extra time in addition to a completed Form 9 the following will be required for inspection purposes: • a sample of internal school tests/mock exam papers across relevant subjects showing the application of 25% extra time • 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.
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 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). For 25% extra time in addition to a completed Form 9 the following will be required for inspection purposes: • a sample of internal school tests/mock exam papers across relevant subjects showing the application of 25% extra time • 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.

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 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)[†], relating to two different areas of speed of working (cognitive processing/fluency, reading, writing). Only Form 8 is acceptable. Spreadsheets, email messages, centre devised equivalents of Form 8, educational psychologists' reports, a diagnosis of Dyslexia, diagnostic assessment reports are not acceptable for processing and inspection purposes. For 25% extra time in addition to a completed Form 8 the following will be required for inspection purposes: • a sample of internal school tests/mock exam papers across relevant subjects showing the application of 25% extra time • 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.
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 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, a diagnosis of Dyslexia, diagnostic assessment 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 by the centre's appointed assessor within 26 months of the final examination(s) using current editions of nationally standardised tests (assessor selects tests). • Speed of cognitive processing/fluency, 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, a diagnosis of Dyslexia and diagnostic assessment reports are not acceptable for processing and inspection purposes.
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 their normal and current way of working within the centre. Please see section 5.5 of the JCQ regulations.

Other access arrangements (Access arrangements delegated to centres)	There is no need to apply through Access Arrangements Online (AAO) for: 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).
English as an Additional Language (EAL)	
Bilingual dictionary	A candidate with EAL might be eligible for a bilingual dictionary. The bilingual dictionary must be stored at the centre.
Bilingual dictionary and 25% extra time	*The candidate must meet the published criteria. This is a rare and exceptional arrangement. Please see section 5.18 of the JCQ regulations. This arrangement is not normally available to candidates entered for: • AQA Applied General qualifications • AQA Level 3 Certificate in Mathematical Studies • AQA Level 3 Technical qualifications • BTEC Nationals • Cambridge Technicals (Level 3) • Essential Skills (Level 3) • GCE AS and A level qualifications • OCR Level 3 Certificates • T Levels • WJEC Level 3 Applied Certificates, Diplomas and Extended Diplomas (including Alternative Academic Qualifications)
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 their normal and current way of working within the centre. Please see section 5.5 of the JCQ regulations.

* SENCos must refer to the JCQ publication *Access Arrangements and Reasonable Adjustments*: 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.