

# ALMUÑÉCAR INTERNATIONAL SCHOOL

## Policy - Access Arrangements for Exams v2

Reviewed August/September 2025  
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Next review due September 2026  
Changes from the previous version are highlighted

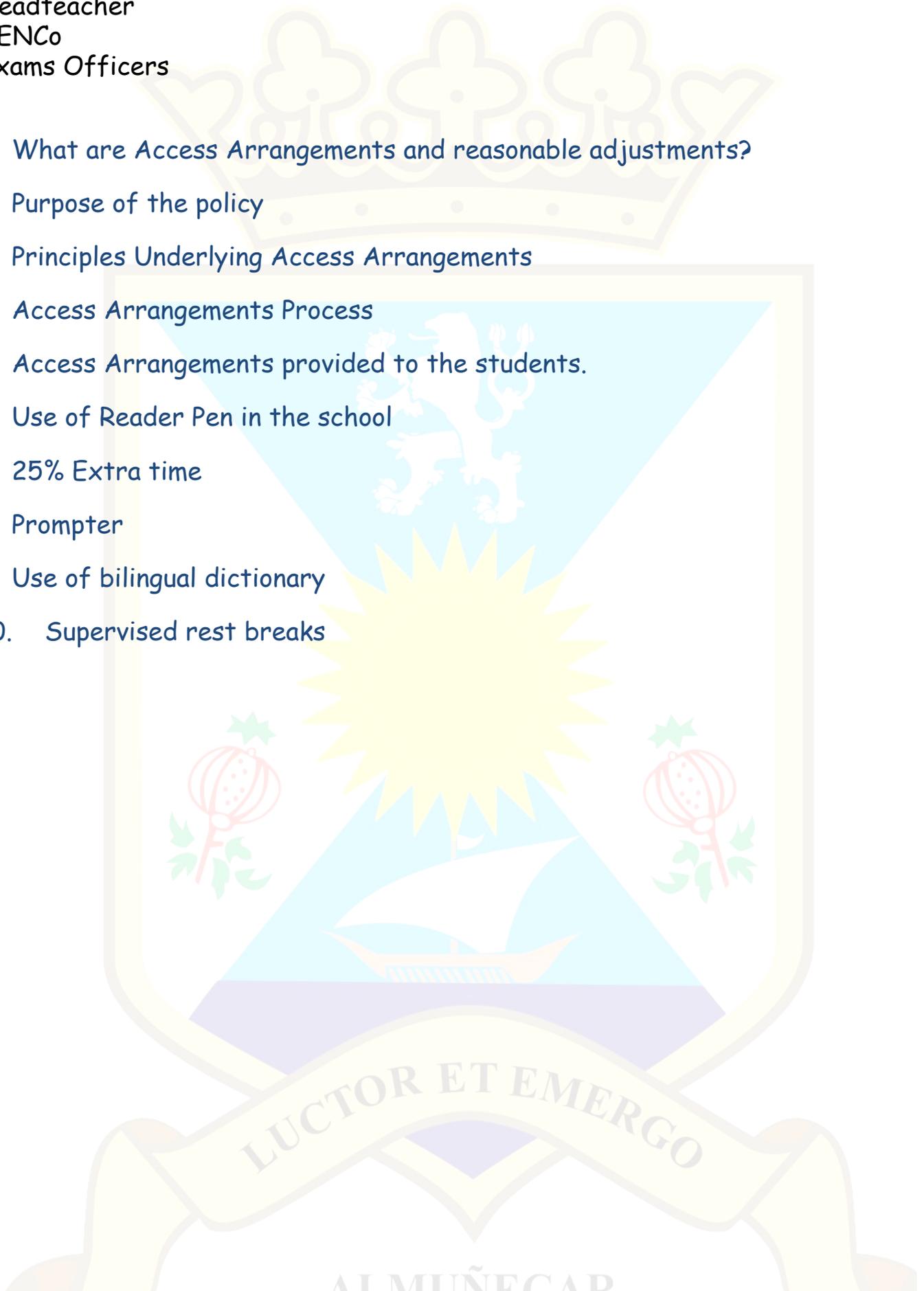
LUCTOR ET EMERGO

ALMUÑÉCAR  
INTERNATIONAL SCHOOL

## Staff involved with access arrangements

Headteacher  
SENCo  
Exams Officers

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## 1. What are Access Arrangements and reasonable adjustments?

### Access arrangements

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<sup>1</sup> to make "reasonable adjustments".

The purpose of an Access Arrangement is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage as consequence of persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.

Access Arrangements fall into two distinct **categories**:

1. Arrangements which are delegated to centres.
2. Arrangements which require prior JCQ awarding body approval.

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<sup>1</sup> <https://www.gov.uk/guidance/equality-act-2010-guidance>

## 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. A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements. Whether an adjustment will be considered reasonable will depend on a number of 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<sup>2</sup>:

- Involves unreasonable costs to the Awarding Body.
- Involves unreasonable timeframes.
- Affects the security and integrity of the assessment.

This is because the adjustment is not reasonable<sup>3</sup>.

<sup>2</sup>[www.jcq.org.uk/wp-content/uploads/2024/08/JCQ-AARA-24-25\\_FINAL\\_2024.pdf](http://www.jcq.org.uk/wp-content/uploads/2024/08/JCQ-AARA-24-25_FINAL_2024.pdf)

<sup>3</sup>[www.jcq.org.uk/wp-content/uploads/2024/08/JCQ-AARA-24-25\\_FINAL\\_2024.pdf](http://www.jcq.org.uk/wp-content/uploads/2024/08/JCQ-AARA-24-25_FINAL_2024.pdf)

## 2. Purpose of this policy.

The purpose of this policy is to confirm that Almuñécar International School has a written record which clearly shows the centre is leading on the access arrangements process and is complying with its obligation to identify the need for, request and implement access arrangements.

This policy is held by the Special Educational Needs Coordinator alongside the individual files of each access arrangements candidate. Each file contains detailed records of all the essential information that is required to be held according to the regulations.

The policy is annually reviewed to ensure that processes are carried out in accordance with the current edition of the JCQ publication Adjustments<sup>4</sup> for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments.

- The headteacher/managers team recognises its duties towards candidates with disabilities and learning difficulties as defined under the terms of the Equality Act 2010. This includes a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service Almuñécar International School provides to candidates.
- Almuñécar International School Staff must implement the Access Arrangements proposed for every candidate as his/her normal way of working and inform about the details requested by the SENCo.

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<sup>4</sup> Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments. First published in 2024 by Joint Council for Qualifications.

### 3. Principles Underlying Access Arrangements

Access Arrangements during examinations are available to give those candidates with difficulties which significantly affect their performance during examinations fair opportunities to demonstrate what they know and can do in each subject. No allowances can be made for shortcomings in subject specific knowledge and skills.

The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate. The SENCo, or an equivalent member of staff within a FE college, must ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage the candidate.

Subjects and their methods of assessments may vary, leading to different demands of the candidate. The need for Access Arrangements is therefore considered on a subject-by subject basis.

The arrangement(s) put in place must reflect the support given to the candidate in the centre:

- in the classroom,
- working in small groups for reading and/or writing,
- literacy intervention strategies,
- and/or in internal college tests and mock examinations.

This is commonly referred to as 'normal way of working'. The key principle is that the SENCo (Access Arrangement Assessor in Almuñécar International School) can show a history of support and provision. The arrangement is not suddenly being granted to the candidate at the time of his/her examinations. The candidate must have appropriate opportunities to practise using the Access Arrangement(s) before his/her examination. If a candidate has never made use of the arrangement granted to him/her then it is not his/her normal way of working. In these specific circumstances, the arrangement may be rescinded at Almuñécar International School discretion.

## 4. Access Arrangements Process

Students will be identified for possible access arrangements through a combination of the following criteria:

- Use of information from primary stage, including:
  - Prior access arrangements (Year 6 checkpoints).
  - Low attainment scores in relevant assessments/subjects.
- Referrals:
  - Head of KS1 and 2.
  - Support teacher (for students who received support in primary school).
  - Year 6 tutor.
- Evidence of the student's area of need:
  - Checkpoint results.
  - Notebooks.
  - Literacy records, among others.
- EAAs granted or officially approved by the previous school:
  - Form 8/9/8R.
  - Clear evidence of need.
  - Confirmation of the qualifications of the previous school's specialist assessor or the "Equipo de Orientación Educativa de la zona."
- Presentation of recent medical documentation:
  - Letter or diagnosis from a qualified healthcare professional (Servicio Andaluz de Salud, registered clinical psychologists, private psychoeducational report).
  - Parental concern expressed to a subject teacher or form tutor.

Provisional access arrangements granted in Years 7, 8 or 9 are not automatically guaranteed for GCSE exams in the case of Arrangements that must be previously granted by an Awarding Body. A new assessment must be done in year 9 or 10 to decide if the student needs the prior arrangements or needs another.

EAAs must be officially approved for all students taking GCSE, AS and A Levels. However, it is our aim to have provisional access arrangements in place for internal assessments for students in younger years as soon as

additional needs are identified so this becomes a student's normal way of working.

Students who are deemed eligible for access arrangements in Key Stage 4 will be tested (at the earliest in Year 9) by the school's specialist assessor to ensure the results are valid for official approval for the entire GCSE period.

All exam access arrangements for Key Stage 5 students must be resubmitted for official approval by the school and evidence of continued need within the classroom is essential for this process.

- Before contacting the JCQ and/or an awarding body with a query about access arrangements/reasonable adjustments, the SENCo must ensure that this document or the relevant section of the JCQ document Instructions for conducting examinations has been checked.

## Assessment

The assessment is conducted in-house by the Assessor (SENCo) qualified to administer the tests, which compare the literacy and cognitive processes of an individual student against a standardised set of peer results.

**Applications for Access Arrangements must be processed by the published deadline:**



**Summer 2026**

**Modified papers: January 12, 2026**

**All other access arrangements: January 26, 2026**

**Home Invigilation deadline: December 22, 2025**

## **Key dates for June 2026 series**

- **(International)**
- **Key dates for Cambridge IGCSETM, Cambridge O Level and Cambridge International AS & A Level**
- **Entries 10 October Estimated entries deadline**

- Preparation
- Late October Final timetable and Cambridge Guide to Making Entries available on Direct
- 21 January Deadline for ordering modified papers
- 21 February Deadline for requesting access arrangements

- Almuñécar International School Staff must notify to SENCo and the exam officers if a student is retaking the Autumn or January exam series in order to prepare the core and supplementary evidence for inspection purposes.

The Special Educational Need Coordinator is responsible for EAA provision and duties include the following:

- Ensuring there is appropriate evidence for a student's exam access arrangement.
  - Informing subject teachers at regular intervals regarding student's exam access arrangements and how they should be supported in the classroom.
  - Informing parents/tutors about student's provisional access arrangements, results of tests and official approval of arrangements for Checkpoints, GCSE or A Levels.
  - Ensuring each student understands how to use their access arrangements and under what circumstances.
  - Monitoring the use of exam access arrangements to ensure they remain appropriate, and they become the student's normal way of working.
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- It is the responsibility of the student and the subject teacher to ensure EAAs are put in place for any assessments and tests taking place in lessons (these do not include formal GCSE/A Level exams). This will be done with the support of the SENCo and Support Teacher in Primary (in case of Year 6 checkpoints) where required.

## Special Consideration and Temporary Injury

Special Consideration is a post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness, or other indisposition at the time of the examination or assessment. This will be processed by the examination's office<sup>5</sup>.

Access Arrangement Online (AAO) is used for a candidate with a temporary injury or impairment, such as a broken arm during the examination period. These arrangements are processed as the need arises. Medical evidence is retained within the department, together with a **Form 9** detailing the circumstances, a signed data protection form and a copy of the AAO Approval.

### Privately Commissioned Assessments

Almuñécar International School counts on an Assessor within the Centre who carries out the evaluations of the students. If the evaluation is carried out externally, Almuñécar International School reserves the right to carry out another assessment if it is considered that the Assessor does not have the requirements established by JCQ. The assessor must In these cases, the information provided will be taken as evidence as part of the Picture of student's needs and the SENCo must use it to complete at least a "skeleton" Section A of Form 8 prior to the candidate being assessed (Section C of Form 8). Before the candidate's assessment, the SENCo must provide the assessor with background information, i.e., a picture of need has been painted as per Section A of Form 8. The SENCo and the assessor must work together to ensure a joined-up and consistent process.

- A privately commissioned assessment carried out without prior consultation with the centre cannot be used to award access arrangements and cannot be used to process an application using Access arrangements online.

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<sup>5</sup> [https://www.jcq.org.uk/wp-content/uploads/2021/06/Guide\\_to\\_spec\\_con\\_process\\_2122.pdf](https://www.jcq.org.uk/wp-content/uploads/2021/06/Guide_to_spec_con_process_2122.pdf)  
<https://www.cambridgeinternational.org/covid/june-2021-exam-series/running-exams/special-consideration/>

## Access Arrangements provided to the students

Available Access Arrangements include:

Supervised rest breaks	Computer reader/reader
Extra time of up to 50%	Word processor
Scribe/Speech recognition technology	Oral Language Modifier
25% extra time	Practical assistant*
Sign Language Interpreter*	Modified Papers
Bilingual translation dictionaries	Coloured/Enlarged Papers
Braille Papers	Reader Pen

\*Under school condition and resources

Bellow will be exposed those most likely to be used in school, as well as the policy to follow in the case of the use of the Word processor:

Read aloud and the use of Reader Pen in the school<sup>6</sup>

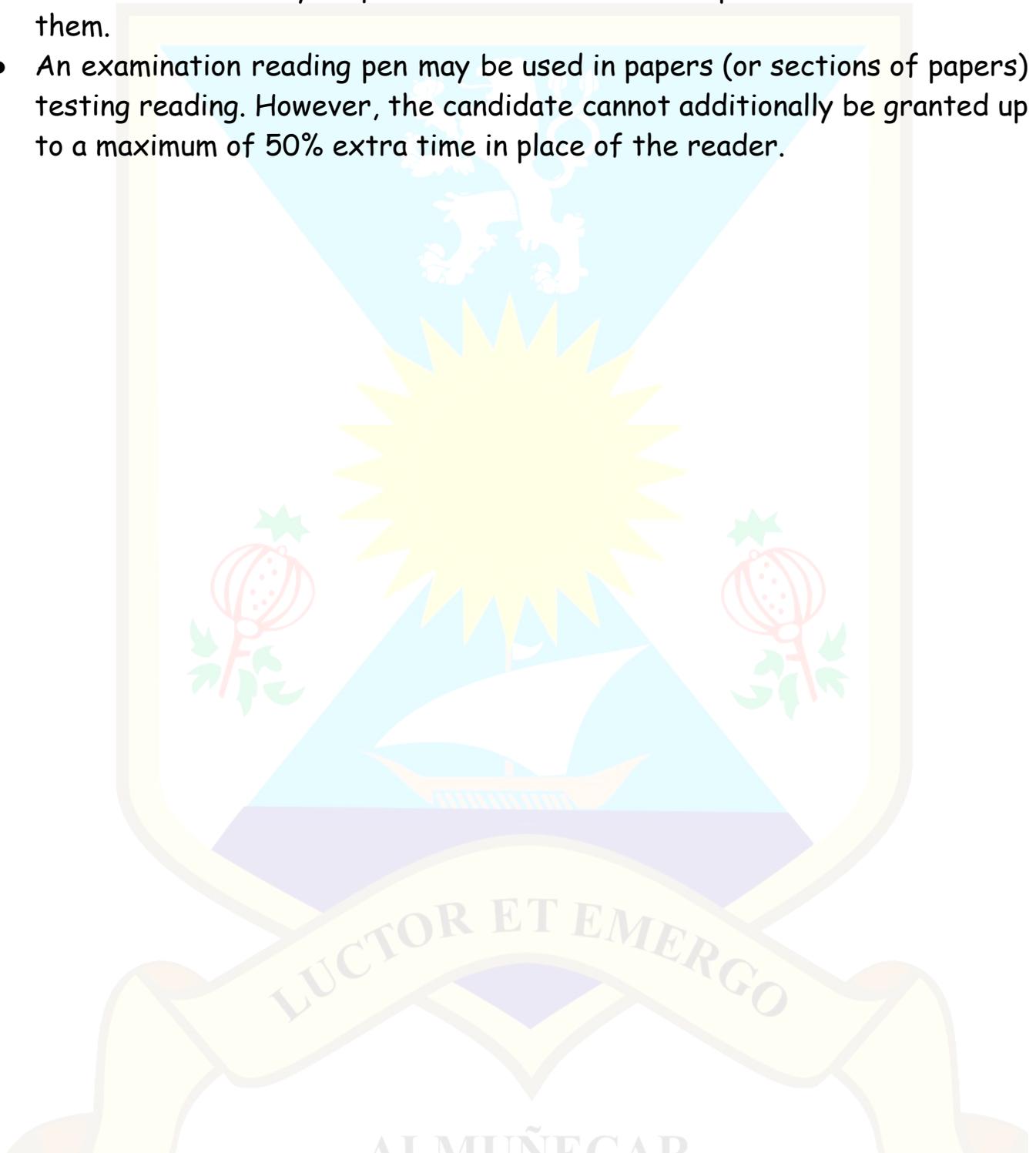
### Read aloud

- It can make a significant difference to a candidate who persistently struggles to understand what they have read to read aloud.
- Where a candidate is reading difficult text, he/she may work more effectively if they can hear themselves read.
- The arrangement must reflect the candidate's normal way of working in internal school tests and mock examinations.
- A candidate who reads aloud to himself/herself must be accommodated in another room, away from the main examination room.
- A candidate who would normally be eligible for a reader but is not permitted this arrangement in a paper (or a section of a paper) testing reading may read aloud with up to a maximum of 50% extra time.

<sup>6</sup> Paragraph 5.6. [https://www.icq.org.uk/wp-content/uploads/2021/08/AA\\_regs\\_21-22\\_v11.pdf](https://www.icq.org.uk/wp-content/uploads/2021/08/AA_regs_21-22_v11.pdf)

## Examination reading pen

- A permitted examination reading pen will not have an in-built dictionary or thesaurus, or a data storage facility.
- The use of an examination reading pen, provided by the centre, might benefit those candidates who wish to work independently. It may increase the independence of candidates who needed a reader for accuracy rather than comprehension.
- The use of an examination reading pen might also benefit those candidates who only require occasional words or phrases to be read to them.
- An examination reading pen may be used in papers (or sections of papers) testing reading. However, the candidate cannot additionally be granted up to a maximum of 50% extra time in place of the reader.



## 25% Extra time<sup>7</sup>

In order to award 25% extra time, the SENCo must determine the needs of the candidate based on one of the following:

- A current Education, Health and Care Plan, a Statement of Special Educational Needs (Northern Ireland), or an Individual Development Plan (Wales), which confirms the candidate's disability.
- A fully completed Form 8 with an assessment (Part 2 of Form 8) carried out no earlier than the start of Year 9 by an assessor confirming a learning difficulty relating to secondary/further education.

So as not to give an unfair advantage, Part 2 of Form 8 must confirm that the candidate has at least:

- Two below average standardised scores of 84 or less
- One below average standardised score of 84 or less and one low average standardised score (85-89).

In either scenario, the two standardised scores must relate to two different areas of speed of working as below:

- Speed of reading and speed of writing.
- Speed of reading and cognitive processing.
- Speed of writing and cognitive processing.
- Two different areas of cognitive processing which have a substantial and long-term adverse effect on speed of working.

An assessment of mathematical processing may be used as one of the two required measures for 25% extra time in Mathematics examinations only. The mathematical processing score must be below average. An assessment of mathematical processing cannot contribute to the evidence for 25% extra time in examinations other than Mathematics.

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<sup>7</sup> Paragraph 5.1. [https://www.icq.org.uk/wp-content/uploads/2021/08/AA\\_regs\\_21-22\\_v11.pdf](https://www.icq.org.uk/wp-content/uploads/2021/08/AA_regs_21-22_v11.pdf)

## Prompter<sup>8</sup>

There is not a requirement to process an application for a prompter using Access arrangements online. No evidence is needed to support the arrangement for inspection purposes.

A prompter may be permitted where a candidate has a substantial and long-term adverse impairment resulting in persistent distractibility or significant difficulty in concentrating. For example, the candidate:

- Has little or no sense of time (e.g., candidates with ADHD or ASD).
- Persistently loses concentration.
- He/she is affected by an Obsessive-Compulsive Disorder which leads them to keep revising a question rather than moving onto other questions. In such instances a candidate may be assisted by a prompter who can keep the candidate focused on the need to answer a question and then move on to answering the next question.<sup>9</sup>

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<sup>8</sup> Paragraph 5.9. [https://www.icq.org.uk/wp-content/uploads/2021/08/AA\\_regs\\_21-22\\_v11.pdf](https://www.icq.org.uk/wp-content/uploads/2021/08/AA_regs_21-22_v11.pdf)

<sup>9</sup> For the regulations on the use of a prompter please see the JCQ publication Instructions for conducting examinations: <http://www.icq.org.uk/exams-office/ice---instructions-for-conductingexaminations>

## Use of bilingual dictionary

There is not a requirement to process an application for a bilingual translation dictionary (without 10% extra time) using Access arrangements online. No evidence is needed to support the arrangement for inspection purposes<sup>10</sup>.

SENCo must determine the needs of the individual candidate. Not all candidates for whom English is an additional language will need to use a bilingual translation dictionary. Very few bilingual translation dictionary users will need to have 10% extra time. This is a rare and exceptional arrangement specifically for new students with no prior knowledge of the English Language.

In subjects where a dictionary is not permitted, 10% extra time will not be available.

Extra time must only be awarded by the SENCo where all of the following exist:

- The candidate's first language is not English, Irish or Welsh;
- The candidate entered the United Kingdom within three years of the examination(s) with no prior knowledge of the English Language;
- English is not one of the languages spoken in the family home;
- Prior to their arrival in the United Kingdom the candidate was not:
  - Educated in an international school where some or the entire curriculum was delivered in English;
  - Prepared for or entered for IGCSE qualifications where the question papers were set in English;
  - Prepared in English for other qualifications, e.g. IELTS qualifications, Preliminary English Tests;
- The candidate must refer to the bilingual translation dictionary so often that examination time is used for this purpose, delaying the answering of questions.
- The provision of 10% extra time reflects the candidate's usual way of working with the dictionary.
- Extra time must not be awarded to a candidate using a bilingual translation dictionary in order to compensate for difficulties in reading and writing in English.

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<sup>10</sup> For the regulations on the use of a bilingual dictionary please see the JCQ publication Instructions for conducting examinations: <https://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

## Supervised rest breaks

There is not a requirement to process an application for supervised rest breaks using Access arrangements online. However, for GCSE and GCE qualifications the SENCo must produce a short concise file note on centre headed paper, signed and dated, confirming the need for supervised rest breaks to a JCQ Centre Inspector upon request. This must confirm the nature of the candidate's impairment and that supervised rest breaks reflect his/her normal way of working within the centre.

The SENCo must have considered and thoroughly exhausted the option of supervised rest breaks before making an application for 25% extra time. The SENCo can provide a supervised rest break to a candidate where it is his/her normal way of working within the centre. The timing of the examination should be paused and re-started when the candidate is ready to continue. During the supervised rest break the candidate must not have access to the question paper/answer booklet. If the candidate needs to leave the examination room, an invigilator must accompany the candidate. There is no maximum time set for supervised rest breaks. The decision must be made by the SENCo based on their knowledge of the candidate's needs and the candidate's normal way of working when placed under timed conditions.

