



## Exam Access Arrangements Policy

***To be read in conjunction with:***

- Examination Invigilation Policy
- Controlled Assessment Policy
- Malpractice Policy (to include Appeals)
- Child Protection Policy
- Positive Behaviour Policy
- Health & Safety Policy
- Acceptable Use Policy for Handheld Technology and the Internet
- Word Processing Policy for Exams
- JCQ: A guide to the awarding bodies appeals process



## EXTERNAL LEGISLATION & DOCUMENTATION:

- Joint Council for Qualifications:  
General Regulations for approved centres 2025-2026
- Joint Council for Qualifications:  
Instructions for conducting examinations 2025-2026
- Joint Council for Qualifications:  
Instructions for conducting non-examinations 1st September 2025  
to 31st August 2026
- Joint Council for Qualifications:  
Instructions for conducting controlled assessments 2025-2026
- Joint Council for Qualifications:  
Instructions for conducting coursework 1st September 2025 to 31st August 2026
- Joint Council for Qualifications:  
Access Arrangements & Reasonable Adjustments 1st September 2025  
to 31st August 2026
- Equality Act 2010, Her Majesty's Stationery Office, London
- Special Educational Needs and Disability (Northern Ireland)  
Order 2005 (SENDO 2005)
- JCQ: A guide to the awarding bodies appeals process (or QR code below)  
[https://www.jcq.org.uk/wp-content/uploads/2025/07/Appeals\\_Booklet\\_2025\\_FINAL.pdf](https://www.jcq.org.uk/wp-content/uploads/2025/07/Appeals_Booklet_2025_FINAL.pdf)



# POLICY STATEMENT

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**Objective:**

The purpose of the Exam Access Policy is to give guidance to members of staff regarding exam access arrangements.

**Member of staff responsible for this Policy**

Assistant Principal for AEN

**Next Review of Policy**

October 2026

**Additional Notes**

Policy Number: 2018/03/09

**Update History:**

*Drafted:* March 2018

Mrs Linda Drennan

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Mrs Linda Drennan

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Mrs Linda Drennan

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Mrs Linda Drennan

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Mrs Linda Drennan

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Mrs Linda Drennan

## Rationale

This document outlines the school policy on Access Arrangements in examinations. These are arrangements put in place to ensure all students have equal access to examinations. Students should not be disadvantaged by any learning, medical, physical, sensory or psychological difficulty they may experience.

The school must comply with the rules for Access Arrangements as set out in the most recent Joint Council for Qualifications publication.



[https://www.jcq.org.uk/wp-content/uploads/2025/08/JCQ-AARA-2025\\_FINAL.pdf](https://www.jcq.org.uk/wp-content/uploads/2025/08/JCQ-AARA-2025_FINAL.pdf)

### **What are Access Arrangements?**

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make '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 disadvantage in comparison to someone who is not disabled. According to statutory guidance, disability means 'limitations going beyond the normal differences in ability which may exist among people'.*

Whilst separate legislation is in place in Northern Ireland, the definitions and procedures in the JCQ regulations relating to access arrangements and reasonable adjustments will apply. The definition of disability is defined in the Disability Discrimination Act 1995 (as amended). The provisions that make discrimination in the arrangements for awarding general qualifications by awarding bodies unlawful are contained in Part 3, Chapter 3, of the Special Educational Needs and Disability (Northern Ireland) Order 2005 (SENDO 2005).

A candidate with a disability or difficulty which has a **substantial and long-term effect** on performance in examinations may qualify for Access Arrangements. Access Arrangements should allow students with substantial long term special educational needs or short-term illnesses or injuries to demonstrate their skills, knowledge and understanding without affecting the integrity of an assessment or examination. Access Arrangements are not intended to help certain candidates, or give them an advantage, but to give them a fair opportunity to demonstrate their knowledge and skills.

*'Failure to comply with the JCQ regulations (permitting Access Arrangements within the centre which are not supported by appropriate evidence) has the potential to constitute malpractice which may impact on the candidate's result(s).'*

*Access Arrangements encompass a wide range of provisions which include:*

- being allowed to sit examinations in a smaller room
- supervised rest breaks
- use of colour overlays
- prompter
- extra time
- reader or e-reader pen
- scribe

- use of a word processor
- practical assistant
- oral language modifier
- use of bilingual dictionaries with or without extra time
- modifications for visually and hearing-impaired candidates
- copying of examinations onto coloured paper
- alternative site for the conduct of examinations

Access Arrangements are agreed and planned for before an assessment but can also be provided in an emergency or in response to a temporary illness or injury.

### ***Reasonable Adjustments***

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:***

- 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.

## **AIMS**

Hazelwood College will ensure that students identified as having a need are provided with and prepared for access arrangements that allow them to;

- Access the assessment at the same level as their peers
- Demonstrate their knowledge/ skills without changing the demands of the assessment

## **RESPONSIBILITIES**

### **Role of SENCO**

#### ***The SENCO will:***

- Ensure specialist diagnostic testing is implemented to identify and support need and ensure that applications are processed on time.
- Review the evidence before an on-line application is processed, ensuring that the candidate does meet the published criteria.
- Keep a record of evidence, complete recognised forms and present all paperwork for inspection.

- Inform students and parents of student need and access arrangements in place
- Inform subject teachers of candidates with special educational needs and any special arrangements that individual candidates will need during the course and in any assessments/exams
- Organise rooming for access arrangement candidates
- Oversee support for access arrangement candidates as defined in the JCQ access arrangement regulations.
- Ensure any landline phones are put on 'DND' at the beginning of the exam, and 'DND' is turned off at the end of the exam.

### **Role of Examination Officer**

#### ***The Examinations Officer will:***

- Oversee all examination procedures
- Arrange for permitted modifications to be made to the papers in advance of the exam start time.
- Organise and train invigilators and support personnel
- Order modified language papers where applicable
- Oversee the hand-out of papers to candidates who are being invigilated separately
- Ensure invigilators of online exams are aware of candidates who are entitled to extra time.
- Will train invigilators annually in line with JCQ guidelines and school policy.

### **Role of Teaching Staff**

- Teaching staff are responsible for ensuring that where a student is entitled to an access arrangement that these arrangements are in place for all assessments.
- Evidence must be kept of the use and benefit of the arrangements.
- Alert the SEN and Exam departments in advance if they are needed to provide support for non-timetabled exams/ controlled assessments.
- Complete an exams access arrangements referral form for any students they may feel would require an access arrangement (***See Appendix 1***)
- Provide supplementary evidence of need for an arrangement; e.g. class work or internal test papers.

### **Role of the Assessor**

The assessor must be a specialist teacher with a current SpLD Assessment Practising Certificate, or an appropriately qualified psychologist registered with the Health & Care Professions Council. **OR** hold a post-graduate qualification in individual specialist assessment at or equivalent to Level 7 or be an appropriately qualified psychologist registered with the Health & Care Professions Council.

#### ***All specialist assessors must:***

- have a thorough understanding of the current edition of the JCQ publication, Access Arrangements and Reasonable Adjustments and the principles, procedures and accountabilities involved;
- be familiar with the Equality Act;
- hold an appropriate qualification to teach and make recommendations for secondary aged or adult learners who have learning difficulties.

- record the results of any tests completed indicating that the impairment has a substantial and long-term adverse effect on the candidate's performance;
- work only within their area of expertise and in an ethical fashion;
- use age appropriate, nationally standardised and up-to-date tests appropriate to the individual;
- report the results of their assessment within Part 2 of Form 8; and
- provide the centre with evidence of their qualifications

### **Role of the Head of Centre**

#### ***The Head of Centre is responsible for:***

- the quality of the access arrangements process within his or her centre;
- the appointment of assessors, checking the qualifications of those assessing candidates (e.g. photocopy of certificate or printout).

#### ***The Role of Invigilators for Exam Access Arrangements:***

As per the exam and invigilation policy the role of the invigilators is the person in the examination room responsible for conducting a particular examination session in the presence of the candidates. Invigilators have a key role in upholding the integrity of the external examination/assessment process. The JCQ document must be available to the invigilators in the main examination room.

#### ***Invigilators must:***

- Be familiar with the JCQ document, *Instructions for Conducting Examination*.
- Give all their attention to conducting the examination properly;
- Be able to observe each candidate in the examination room at all times;
- Be familiar with the *JCQ Mobile Phone Poster*, *JCQ Information to Candidates*, the *JCQ Warning to Candidates*, and any specific instructions relating to the subjects being examined.
- Inform the Principal if they are suspicious about the security of the examination papers. The Principal will contact the Awarding Body immediately and send a full written report within seven days of the suspicion arising

#### ***Invigilators must not:***

- Carry out any other task in the examination room. e.g. marking, reading, etc.
- Engage in any form of malpractice/maladministration which could give candidates an unfair advantage or disadvantage.
- Direct candidates to particular questions or particular sections of the question paper.
- Make any comment where a candidate believes that there is an error or omission on the question paper. The invigilator must however, refer the matter immediately to the exams officer.
- Give any information to candidates about possible mistakes in the question paper, unless there is an erratum notice or permission has been given by the awarding body.
- Comment on the content of the question paper.
- Read a word or words printed on the question paper to a candidate, other than the instructions on the front cover, unless the candidate has been awarded a reader.
- Re-phrase a question for a candidate.
- Explain any subject-specific or technical terms to a candidate.

- Offer any advice or comment on the work of a candidate.
- Unless the candidate has been awarded a prompter, give any indication of the time elapsed or remaining. This also extends to where a question paper consists of distinct sections. ***A five-minute warning to candidates, before the end of the examination is permitted at the Centre's discretion.***

**The invigilator must not undertake any of the above as they constitute malpractice.**

All invigilators will be asked to start at 9:00 am for 9:15 am exam and 1:00 pm for 1:15 pm start. In addition, some exams may not finish at 3:30 pm due to the length of the exam. If this is the case invigilators may be asked to stay past 3:30 pm.

***NB: Any time worked outside of contractual hours will be given as time owed agreed with line manager.***

- At 9:00 am, or 1:00 pm, invigilators must collect exam resources from AEN Office and set up the designated exam room according to the JCQ guidelines. ***(See Appendices 5, 6 & 7)***
- Consult the invigilation grid and collect appropriate forms and material needed to accommodate the arrangements within the room. Please consult for any additional notes regarding particular candidates, including diabetic candidates.
- Exam papers must then be collected from the exam hall and brought straight to designated exam room ready to start promptly at 9:15 am or 1:15 pm.
- If a candidate hasn't arrived by 9:30 am or 1:30 pm please inform the Examination Officer to contact home. Please ensure you have the Examination Officer's telephone number.
- Mobile phones are only allowed to be used in the examination room for the purpose of contacting the Examinations Officer or Learning Mentors. Any mobile phone used in this situation should be kept on silent to prevent any incoming call and messages disturbing the exam.
- Invigilators must be aware that if a candidate arrives late, the candidate can enter the exam room and they should be allowed the full time to complete the exam. This will depend on adequate supervision and availability of rooms.
- Invigilators must inform LM via text message if a student arrives late and make a note of the time on the envelope provided.
- Invigilators must only use mobile phones to contact Learning Mentors or the Examinations Officer.
- If there are multiple students in the room, please ensure a space is set up for the late candidate to ease disruption.
- Once the student(s) have arrived you can begin the exam. If you are acting as a scribe or a reader, please make reference to memory aid. ***(See Appendix 4)***
- Invigilators must ensure that all candidates remain in the designated room for the duration of the exam.
- Invigilators must be mindful that extra time may not always be required, and the candidate can leave at the official finish time.
- All relevant cover sheets must be completed and returned with the examination paper to the main hall enclosed in the envelope provided, including the seating plan.
- Invigilators must return all resources to AEN Office after the exam has finished.
- Designated exam room must be left as found.

- It is the invigilators responsibility to inform Support Services Manager or Learning Mentors if you are invigilating on a day of absence.
- Invigilator's must ensure all queries are answered prior to the day of the exam.
- It is the responsibility of any invigilators (Classroom Assistants and Non-Teaching Staff) to inform the Learning Mentors if they have been assigned a Morning Break or Lunch Duty which clashes with an exam.
- If assigned to invigilate an afternoon exam please ensure you inform the Learning Mentors and lunch should be taken from 12:20 pm to 12:50 pm.

### ***Role of Learning Mentor***

- Learning Mentors will work alongside SENCo to staff invigilators for access arrangements.
- Learning Mentors will create personalised timetables for Stage 5 students.
- Learning Mentors will liaise with SENCo and Assessor throughout the examination period.
- Learning Mentors will provide invigilators with a copy of the examination timetable.
- Learning Mentors will assist the Assessor when briefing the invigilators regarding exam access arrangements.
- Learning Mentors will be available on the morning of exams alongside the Assessor.
- Learning Mentors can act as invigilators as and when required.

## **PROCEDURES**

### ***Student Identification***

In order to qualify for an Access Arrangement a student must have a disability. According to the Equality Act 2010 a disability is a 'physical or mental impairment which has a substantial and long-term adverse effect on someone's ability to carry out normal day to day activities'. The impairment must have lasted, or be likely to last, for 12 months or more.

Access arrangements for examinations and controlled assessments will be planned and implemented where there is sufficient evidence that individual learners have a disability.

SENCo should obtain completed consent form signed by the student to apply for exam access arrangements.

*Students are identified as having a possible need using;*

- Baseline testing completed on induction day and at the start of Year 8
- CAT Testing in Year 8 Information from Primary schools
- Subject Teacher/Classroom Assistant Referral
- Parental referral (needs to provide evidence from a professional body)
- History of need
- Specialist diagnostic testing that indicates a significant learning need
- Statement of Special Educational Needs
- Letters from outside agencies, including Hospital Consultants, CAMHS and Speech and Language Therapists (GP's letters are NOT acceptable)
- Medical diagnosis requiring modifications to ensure equal access
- Their normal way of day to day working

### ***Evidence necessary to award Access Arrangements***

In order for a centre to apply to an exam board for access arrangements the centre needs to provide:

- Completed Form 8 or Form 9 (***See Appendices 2 & 3***)
- Testing completed by a specialist assessor no earlier than Year 10

### ***Alternative rooming arrangement***

Separate invigilation is awarded where a candidate has a substantial and long-term impairment. For example, the candidate has a **long-term** medical condition, a long-term psychological condition or long-term social, emotional and mental health needs and is receiving external professional support.

To award separate invigilation:

- The SENCo, must be satisfied that the candidate's substantial and long-term impairment has an adverse effect when they sit internal tests and mock examinations in the main examination hall/room.
- The candidate's difficulties must be well established. They must be known to relevant staff – Form Tutor, Head of Year and those with pastoral responsibilities.
- Separate invigilation must reflect the candidate's current and normal way of working.

**General anxiety or nervousness about sitting examinations are not sufficient grounds for separate invigilation.**

### ***Supervised Rest Breaks***

Where a candidate has an impairment other than a learning difficulty, the SENCo must have trialled and exhausted the option of supervised rest breaks through timed internal tests and/or mock examinations before making an application for 25% extra time.

Supervised rest breaks are often more effective and appropriate than 25% extra time for candidates who experience anxiety or attention difficulties. They may better address the needs of neurodivergent candidates, such as those with ADHD or ASD, as well as candidates with medical conditions or mental health needs. For a candidate who tires easily or struggles to concentrate over an extended period, supervised rest breaks will be more appropriate than 25% extra time.

Allocating extra time simply extends the period a candidate must remain in a potentially stressful environment, which can intensify anxiety and reduce productivity. Moreover, 25% extra time may not address the underlying issue, which is often related to difficulties with attention or emotional regulation. In contrast, supervised rest breaks allow the candidate to step away from the exam setting, use structured self-regulation strategies and return when they are calm and better able to focus. This targeted approach can lead to more effective exam performance while also supporting the development of long-term self-management skills. Teaching candidates how to use these strategies equips them to advocate for themselves in further education or the workplace, fostering independence and resilience. Some candidates may additionally require 25% extra time.

### ***Private Reports/Assessments recommending Exam Access Arrangements***

JCQ specify that normal way of working is priority when considering awarding an Access Arrangement to a student. Therefore, whilst we will accept private reports, we will not automatically award an AA based on it. It will trigger an internal investigation into the normal way of working for that student.

As an exam centre we must ensure that no student is 'either given an unfair advantage or is disadvantaged' by any arrangements in place. We have our own internal specialist assessor. Often private educational psychologists recommend that children should receive exam access arrangements which can be in conflict with what the centre's Specialist Assessor recommends. As such we will not necessarily accept the recommendations of a Private Report/Assessment JCQ states:

*'Where a centre elects either to accept or reject a privately commissioned report from an external professional, the Head of Centre or a member of the Senior Leadership Team must provide a brief, written rationale to support this decision which must be available for inspection purposes'.*

Therefore, Parents may request an independent assessment, however the Head of Centre may elect to accept or reject a privately commissioned report.

An independent assessor must contact the centre and ask for evidence of the candidate's normal way of working and relevant background information. This must take place before the candidate is assessed. The candidate must be assessed in light of the picture of need and the background information as detailed within Part 1 of Form 8.

### **External Private Candidates**

Any external candidates taking exams at the Centre must provide the following:

- A Form 8 report from a Specialist Assessor along with copies of previous Exam Access Arrangements from schools or colleges
- The centre will make the application to the Exam Boards and the candidate must sign the Data Protection Sheet
- As per JCQ regulations certain applications may need to be supported with:
  - a letter from CAMHS or a clinical psychologist or psychiatrist
  - a letter from a hospital or consultant
  - a letter from the Local Authority Educational Psychology Service
  - a letter from the Local Authority Sensory Impairment Service
  - a letter from a Speech and Language Therapist

***Applications must be processed and approved before an examination or assessment, no later than the published deadline. Late applications on account of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the published deadline are permissible, using Access arrangements online where required. Centres must process applications as per paragraph 8.3, (JCQ regulations Access Arrangements and Reasonable Adjustments, 2023–2024). Any application processed after the published deadline may be subject to scrutiny. Where an existing approved application will expire prior to or during an examination series, and the candidate is studying at the same qualification level, it is perfectly permissible to re-process the application after the expiry date.***

### **Candidates transferring into Year 13**

When a student requests access arrangements, following transfer to Year 13, the school is compelled to follow the rules and guidelines issued each year by JCQ. For instance, where a candidate has been allowed extra time for GCSEs the SENCo must have available evidence which clearly shows that extra time is still needed for GCE AS and A2 examinations, and that the candidate continues to have an impairment which has a substantial and long-term effect on his/her speed of working. It is likely that some re-assessment is necessary, and some students may find they are no longer eligible for access arrangements if they do not meet the criteria.

### **Candidates sitting examinations set by awarding bodies not regulated by JCQ**

When a candidate is entered for an examination set by an awarding body that is not regulated by JCQ, s/he may find that the rules regarding access arrangements are different. In most cases, the candidate's evidence of need will be accepted, although a separate application must be made, but the awarding body set their own rules regarding access arrangements and their use in specific subjects.

### **Vocational Qualifications**

A large number of access arrangements and reasonable adjustments can be used to facilitate access to vocational qualifications, as long as they do not impact on any competence standards being tested. They must not affect the reliability or validity of assessment outcomes nor must they give the learner an unfair advantage.

***Refusal by student of permitted exam access arrangement***

- If a student refuses a permitted exam access arrangement on the day of the exam, the consent note (see appendix 8) should be completed by the student and the staff member who is overseeing the invigilation of the exam/assessment. This should be followed up later by informing the Assistant Principal for AEN and contact will be made with the parent or guardian of the student.
- If a student indicates in sufficient time before their exam/assessment that they no longer wish to avail of their exam access arrangement the parental letter template at Appendix 9 should be used.



**HAZELWOOD**  
INTEGRATED COLLEGE

## Access Arrangements Referral Form

Please complete this form if you have concerns over a student's learning in the classroom. This information will be used as part of the evidence gathering process required for exam access arrangements.

**Name of student:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Class:** \_\_\_\_\_

**Name of teacher:** \_\_\_\_\_ **Subject:** \_\_\_\_\_

<b>Time</b>	<b>Yes</b>	<b>No</b>
Always finishes tasks after others		
Needs extra time for assignments		
Needs extra time to respond to a question		
Needs careful explanation in straightforward language of tasks/assignment titles		

<b>Reading</b>	<b>Yes</b>	<b>No</b>
Needs help with reading in class		
Appears to read more slowly than others		
Avoids reading out loud		
Has problems following written instructions		
Finds it difficult to quickly get the idea of what s/he has read		
Finds it difficult to remember what s/he has read		

<b>Written work</b>	<b>Yes</b>	<b>No</b>
Handwriting difficult to read (must be illegible or incompressible) *please provide evidence		
Has difficulty copying from the board		
Finds taking notes hard		
Works on laptop/computer rather than writing		
Can explain verbally without problems but struggles to write anything down		
Needs support with spelling		
Grammar and punctuation inconsistent		
Appears to write more slowly than others		
Work lacks structure		

<b>Memory and Concentration</b>	<b>Yes</b>	<b>No</b>
Has difficulty following oral instructions		
Has difficulty concentrating for long periods		
Has difficulty remembering messages, appointments		
Needs to have instructions repeated		
Needs to have instructions written down		

<b>Practical Tasks</b>	<b>Yes</b>	<b>No</b>
Good with practical tasks		
Prefers practical tasks to written ones		
Understanding is better when a task is demonstrated and practised.		

<b>Organisation</b>	<b>Yes</b>	<b>No</b>
Weak organisational skills – loses things, forgets items s/he needs to bring		
Finds it hard to meet deadlines		
Homework either late or not handed in		

<b>Vision</b>	<b>Yes</b>	<b>No</b>
Needs large print version		
Uses coloured overlay when reading		
Benefits from handouts on coloured paper		
Needs colours named		

<b>Exams</b>	<b>Yes</b>	<b>No</b>
Finds revising for exams hard		
Unable to finish an exam in the time allowed		
Panics when faced with tests		
Needs to take frequent rest breaks		
Needs timely reminders to stay focused on task or to move onto the next task		

Please comment on what adjustments are made in the classroom and the degree to which they are successful with evidence where possible, e.g. samples of work with and without extra time awarded:

Any other information:

JCQ/AA/LD Form 8

Candidate's name

*Type in name and click 'Return' to replicate name on each page header*

**Profile of learning difficulties**

This form **must only** be used for:

- candidates with learning difficulties who are **not** subject to a current EHCP or Statement of Special Educational Needs who require:
  - 25% extra time and/or
  - a scribe.

This includes candidates who require:

- a computer reader/reader and 25% extra time and/or a scribe
- supervised rest breaks in addition to 25% extra time and/or a scribe
- all candidates with learning difficulties who require up to 50% extra time (26% to 50% extra time)
- all candidates who require a Language Modifier.

This form **must** be used to collate the evidence and **must** be kept on file within the centre by the SENCo for inspection purposes.

Please read Chapters 5, 7 and 8 of the JCQ publication *Access Arrangements and Reasonable Adjustments* before completing this form.

**The SENCo, Access Arrangements Coordinator, or the assessor working within the centre, must complete Parts 1 and 3.**

<b>Date of birth</b>		<b>Candidate number</b>	
<b>Academic year(s) covered by the course</b>			
<b>First examination series</b>			
<b>Centre name</b>			
<b>Centre number</b>			
<b>Centre email address</b>			

Part 1

Candidate's name

**Centre-based evidence**

**This section must be fully completed by the SENCo, Access Arrangements Coordinator, or the assessor working within the centre, and given to the assessor before the candidate is assessed. A skeleton Part 1 of Form 8 is not acceptable.**

**If the candidate's first language is not English, you must show that there are underlying difficulties in the first language. The candidate's difficulties must not be due to their limited acquisition of the English language. Please record this information under Part 1 - Other relevant information.**

**Current difficulties in the classroom, internal tests and/or mock examinations**

**Detail the current difficulties to show how they have impacted on teaching and learning and performance in internal tests/mock examinations. Summarise evidence of feedback from teachers and/or support staff.** *(Max 1500 characters)*

**Normal way of working**

**Detail the support and adjustments that are in place for the candidate in the classroom, internal tests/mock examinations** *(Max 1500 characters)*

<b>Part 1</b>	<b>Candidate's name</b>
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**Evidence for:**

- a computer reader/reader
- supervised rest breaks

(Tick for 'Yes')

Does the candidate require a computer reader/reader in addition to extra time and/or a scribe?	
Does the candidate require supervised rest breaks in addition to extra time and/or a scribe?	

If 'Yes', complete the following information to evidence the need for the computer reader/reader and/or supervised rest breaks.

**What is the nature of the candidate's difficulty?**

(Max 1500 characters)

**Confirm and describe how:**

- the use of a computer reader/reader and/or
- supervised rest breaks

**is the candidate's normal way of working in the centre (i.e. in the classroom, internal tests and/or mock examinations).**

(Max 1500 characters)

**Note:**

Specialist evidence is not required for a computer reader/reader and/or supervised rest breaks.  
 For supervised rest breaks, there is no requirement to process an application using *Access arrangements online*.  
 For a computer reader/reader, an application **must** be processed using *Access arrangements online*.

Part 1

Candidate's name

**If the candidate has previously been granted access arrangements by an awarding body, please specify** *(Max 650 characters)*

**Other relevant information**

**Provide any other relevant information (e.g. EAL issues; co-occurring conditions).** *(Max 3000 characters)*

**Samples of evidence**

**In addition** to a completed Form 8, for applications for 25% extra time the following will be required for inspection purposes:

- a sample of internal tests/mock exam papers across relevant subjects showing the application of 25% extra time; **and**
- 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.

<b>Part 2</b>	<b>Candidate's name</b>
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**Assessment evidence**

**Only the sections within Part 2 that provide evidence for the candidate's required access arrangement(s) need to be completed.**

**There is no requirement to write 'n/a' in boxes for access arrangement(s) that are not relevant to the candidate.**

**Evidence for extra time**

**Reading speed (continuous text)**

Where a candidate reads for themselves, a measure of text reading speed can be used as **one** of the two required scores for extra time.

**Note:** Where the candidate uses a computer reader or examination reading pen or a reader, a measure of reading speed **cannot** be used as evidence for extra time.

**Does the candidate read continuous text at a speed which is:**

*(Tick for 'Yes')*

<b>very substantially below average</b> (a standardised score of 69 or less)	
<b>below average</b> (a standardised score of 70 to 84)	
<b>low average</b> (a standardised score of 85 to 89)	

**Give the candidate's result on a test and/or subtest of reading speed of continuous text.**

<b>Name of test (and subtest)</b>	
<b>Test ceiling</b>	
<b>Date of administration</b>	
<b>Standardised score</b>	

<b>Part 2</b>	<b>Candidate's name</b>
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**Writing speed (continuous text)**

Where a candidate writes by hand, a measure of writing speed can be used as **one** of the two required scores for extra time.

**Note:** Where the candidate uses a scribe, speech recognition technology or a word processor, a measure of writing speed **cannot** be used as evidence for extra time.

**Does the candidate write continuous text at a speed which is:**

*(Tick for 'Yes')*

<b>very substantially below average</b> (a standardised score of 69 or less)	
<b>below average</b> (a standardised score of 70 to 84)	
<b>low average</b> (a standardised score of 85 to 89)	

**Give the candidate's result on a test and/or subtest of writing speed of continuous text.**

<b>Name of test (and subtest)</b>	
<b>Test ceiling</b>	
<b>Date of administration</b>	
<b>Standardised score</b>	

<b>Part 2</b>	<b>Candidate's name</b>
---------------	-------------------------

**Cognitive processing/fluency**

**Is the candidate's cognitive processing/fluency (select all that apply):**

*(Tick for 'Yes')*

<b>very substantially below average</b> (a standardised score of 69 or less)	
<b>below average</b> (a standardised score of 70 to 84)	
<b>low average</b> (a standardised score of 85 to 89)	

**Give the candidate's results on tests and/or subtests of cognitive processing/fluency.**

<b>Name of test(s)</b>		
<b>Test ceiling</b>		
<b>Date of administration</b>		
<b>Area of processing/fluency assessed</b> <ul style="list-style-type: none"> <li>• short-term/working verbal memory</li> <li>• short-term/working visual memory</li> <li>• short-term/working verbal and visual memory combined within a composite score</li> <li>• delayed memory</li> <li>• phonological memory</li> <li>• phonological awareness</li> <li>• phonological processing speed/rapid naming</li> <li>• visual processing speed</li> <li>• visual/motor processing</li> <li>• word reading fluency/sight word efficiency</li> <li>• decoding fluency/non-word reading efficiency</li> <li>• associational/oral fluency</li> <li>• orthographic fluency</li> <li>• mathematical fluency (for extra time in mathematics exams only)</li> </ul>		
<b>Name of composite and standardised score</b>		
<b>Names of each subtest and standardised score</b> (List the subtest scores that provide assessment evidence for 25% or up to 50% extra time, i.e. below average/ low average or very substantially below average standardised scores.)		
<b>If there are further scores for cognitive processing/fluency that provide assessment evidence for extra time, please record them in Part 2 'Other relevant information'.</b>		

<b>Part 2</b>	<b>Candidate's name</b>
---------------	-------------------------

**Evidence for a scribe**

For candidates requiring a scribe, word processor with the grammar/spell check and/or predictive text switched on, or speech recognition technology, assessment evidence must relate to spelling and/or writing skills.

**Note: For the use of a word processor with the grammar/spell check switched on, the candidate must have a below average score for spelling with unrecognisable spelling attempts.**

**Spelling**

*(Tick for 'Yes')*

Is the candidate's spelling accuracy <b>below average</b> (a standardised score of 84 or less)?	
Does the candidate's spelling assessment include unrecognisable spelling attempts?	

**Give the candidate's result on a test and/or subtest of spelling.**

<b>Name of test (and subtest)</b>	
<b>Test ceiling</b>	
<b>Date of administration</b>	
<b>Standardised score</b>	

**Writing**

*(Tick for 'Yes')*

Is the candidate's writing grammatically incomprehensible to someone who is not familiar with it?	
Is the candidate's handwriting illegible to someone who is not familiar with it?	
Is the candidate's speed of writing continuous text <b>below average?</b> (a standardised score of 84 or less)	

**Give the candidate's result on a test and/or subtest of speed of writing continuous text.**

<b>Name of test (and subtest)</b>	
<b>Test ceiling</b>	
<b>Date of administration</b>	
<b>Standardised score</b>	

<b>Part 2</b>	<b>Candidate's name</b>
---------------	-------------------------

**Evidence for a Language Modifier (exceptional circumstances)**

*(Tick for 'Yes')*

Is the candidate's vocabulary or reading comprehension <b>very substantially below average</b> (a standardised score of 69 or less)?	
--	--

**Give the candidate's result on a test and/or subtest of vocabulary or reading comprehension.**

<b>Name of test (and subtest)</b>	
<b>Test ceiling</b>	
<b>Date of administration</b>	
<b>Standardised score</b>	

**Other relevant information**

**Additional below average and/or low average scores from measures of cognitive processing/fluency that provide evidence for extra time may be recorded here.**

Record all additional assessment evidence which is relevant to the access arrangement(s) required by the candidate. For each test, include the **name of test/subtest, test ceiling, date of assessment, area assessed and standardised score.**

*(Max 3000 characters)*

<b>Part 2</b>	<b>Candidate's name</b>
---------------	-------------------------

This section must be completed by the assessor who carried out all the assessments recorded in Part 2, as approved by the head of centre.

(Please see Chapter 7 of the JCQ publication Access Arrangements and Reasonable Adjustments for more information about the qualifications required to be an assessor.)

<b>Name of the assessor</b>	
-----------------------------	--

**Are you:** (Tick for 'Yes')

an appropriately qualified psychologist registered with the Health & Care Professions Council?	
HCPC registration number:	

a specialist teacher assessor with a current SplD Assessment Practising Certificate?	
APC number as listed on the SASC website:	

an access arrangements assessor who has successfully completed a postgraduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment?	
Certificate number (where applicable):	
Specialist qualification or certification held:	
Awarding Body:	

I certify that the above information is accurate and that I carried out **all the assessments** recorded in Part 2.

**(It is not acceptable for an assessor to sign if they have not carried out all the assessments recorded in Part 2 of this form.)**

<b>Signature</b>		
	<i>Type signature above here</i>	<b>or</b> <i>Use Adobe Signature Field/or position graphic of signature above here</i>
<b>Date</b>		

A handwritten, electronic or typed signature is acceptable.

<b>Part 3</b>	<b>Candidate's name</b>
---------------	-------------------------

**Part 3 must be completed by the SENCo, Access Arrangements Coordinator, or assessor working within the centre, after the candidate has been assessed.**

**Record the access arrangement(s) that will be applied for:**

25% extra time	
Scribe/speech recognition technology/word processor with grammar/spell check and/or predictive text switched on	
26% to 50% extra time	
Language modifier	
Computer reader/reader (alongside 25% extra time and/or a scribe) <b>Note:</b> Evidence for a computer reader/reader is recorded within Part 1 of Form 8	
Supervised rest breaks (alongside 25% extra time and/or a scribe) <b>Note:</b> Evidence for supervised rest breaks is recorded within Part 1 of Form 8 and does not require an online application	

**Information for use in the centre (Note: This is **not** needed for inspection purposes)**  
 Please use this space to record any further access arrangements that the candidate will have that **do not** need to be processed online (i.e. arrangements which have been delegated to the centre). This will be helpful if/when the candidate moves on to another centre. *(Max 3000 characters)*

<b>Part 3</b>	<b>Candidate's name</b>
---------------	-------------------------

**Declaration**

**The declaration must be completed by the head of centre, SENCo, Access Arrangements Coordinator, or assessor working within the centre, once the form has been completed.**

I am satisfied that the information provided on this form is accurate. I fully support the application and confirm that the candidate is/will be appropriately entered for the examination(s) concerned and will be able to demonstrate the assessment objectives required by the specification(s).

<b>Declaration completed by:</b>		
<b>Name</b>		
<b>Role</b>	Head of centre	
	SENCo or equivalent member of staff	
	Access Arrangements Coordinator	
	Assessor working in the centre	
<b>Signature</b>	<div style="border: 1px solid black; width: 150px; height: 40px; margin: 0 auto;"></div>	
	<i>Type signature above here</i>	<b>or</b> <i>Use Adobe Signature Field/or position graphic of signature above here</i>
<b>Date</b>		

A handwritten, electronic or typed signature is acceptable.

A signed and fully completed Form 8 **must** be retained on file by the SENCo/Access Arrangements Coordinator for inspection purposes to support an approved application processed online.

JCQ/AA Form 9

Candidate's name

Type in name and click 'Return' to replicate name on each page header

**Profile of need**

This form **must only** be used for:

- candidates with communication and interaction needs
- candidates with a medical condition (formally diagnosed by a registered specialist)
- candidates with sensory and/or physical needs
- candidates with social, emotional and mental health needs
- candidates with speech, language and communication needs
- candidates with learning difficulties who are subject to a current EHCP (England), Statement of Special Educational Needs (Northern Ireland) or IDP (Wales)
- candidates with learning difficulties who require a computer reader/reader and/or supervised rest breaks but **do not** require extra time and/or a scribe

(**Note:** An online application for supervised rest breaks **is not** required.)

This form **must** be used to collate the evidence and **must** be kept on file within the centre by the SENCo for inspection purposes.

Please read Chapters 5 and 8 of the JCQ document *Access Arrangements and Reasonable Adjustments* **before** completing this form.

**The SENCo, Access Arrangements Coordinator, or the assessor working within the centre, must complete this form.**

Date of birth		Candidate number	
Academic year(s) covered by the course			
First examination series			
Centre name			
Centre number			
Centre email address			

	<b>Candidate's name</b>
--	-------------------------

**If the candidate has previously been granted access arrangements by an awarding body, please specify**

*(Max 1500 characters)*

Within this section you **must paint a picture of the candidate's needs** to demonstrate the requirement for the access arrangement(s) - see Chapter 5 of the JCQ document *Access Arrangements and Reasonable Adjustments*.

**Please complete the relevant sections for the required access arrangement(s).** *(Click to go to relevant page)*

- [Evidence for a computer reader/reader and/or supervised rest breaks \(page 3\)](#)
- [Evidence for 25% extra time and/or a scribe, w/p with spellcheck on, or speech recognition technology \(page 4\)](#)
- [26% to 50% extra time or extra time over 50% \(page 5\)](#)
- [Access to a mobile phone for medical purposes \(page 6\)](#)
- [Remote invigilation through the use of technology \(page 7\)](#)
- [Timetable variation requiring overnight supervision for a candidate with a disability \(page 8\)](#)
- [Timetable variation on the day of the exam for a candidate with a disability \(page 9\)](#)
- [Listening to music/white noise due to a substantial impairment \(page 10\)](#)

Only the pages within Part 1 that reflect the candidate's required access arrangement(s) need to be completed and retained. There is no requirement to write 'n/a' in boxes for access arrangement(s) that are not relevant to the candidate.

Part 1

Candidate's name

**Evidence for:**

- a computer reader/reader
- supervised rest breaks

**What is the nature of the candidate's difficulty?**

*(Max 1500 characters)*

**Confirm and describe how:**

- the use of a computer reader/reader and/or
- supervised rest breaks

**is the candidate's normal way of working in the centre (i.e. in the classroom, internal tests and/or mock examinations).**

*(Max 1500 characters)*

**Note:**

For these two arrangements there is no requirement to complete Part 2 as specialist evidence is **not** required.

Part 3 **must** be completed.

For supervised rest breaks, there is no requirement to process an application using *Access arrangements online*.

For a computer reader/reader, an application **must** be processed using *Access arrangements online*.

**Complete Part 3 to indicate the access arrangements required**

<b>Part 1</b>	<b>Candidate's name</b>
---------------	-------------------------

**Evidence for 25% extra time and/or a scribe, word processor with grammar/spellcheck and/or predictive text switched on, or speech recognition technology.**

See section 5.2 of the JCQ document Access Arrangements and Reasonable Adjustments for information on 25% extra time and section 5.7 for information on the use of a scribe.

**Detail the candidate's current difficulties to show how they impact on teaching and learning and performance in internal tests and/or mock examinations. Summarise evidence of feedback from teachers and/or support staff.**

*(Max 1500 characters)*

**Confirm and describe how:**

- **25% extra time; and/or**
- **a scribe, word processor with grammar/spellcheck and/or predictive text switched on, or speech recognition technology**

**is the candidate's normal way of working in the centre (i.e. in the classroom, internal tests and/or mock examinations).**

*(Max 1500 characters)*

**Samples of evidence**

**In addition** to a completed Form 9, for applications for 25% extra time the following will be required for inspection purposes:

- a sample of internal tests/mock exam papers across relevant subjects showing the application of 25% extra time; **and**
- 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; **and**
- evidence that rest breaks have been trialled and exhausted.

**Complete Part 2 to indicate the specialist evidence held on file confirming the candidate's disability.**



Part 1

Candidate's name

**Access to a mobile phone for medical purposes**

See section 5.19 of the JCQ document *Access Arrangements and Reasonable Adjustments* for information on access to a mobile phone for medical purposes.

**What is the candidate's medical condition?**

*(Max 1500 characters)*

**Confirm and describe how the need to access the mobile phone during an examination is the candidate's normal way of working in the centre (i.e. in the classroom, internal tests and/or mock examinations).**

*(Max 1500 characters)*

**Note:**

Formal evidence **must** be available to confirm the candidate's medical condition.

A candidate with a medical condition **must** be individually supervised when handed their mobile phone by an invigilator to ensure the integrity of the examination.

**Complete Part 2 to indicate the specialist evidence held on file confirming the candidate's medical condition.**

<b>Part 1</b>	<b>Candidate's name</b>
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**Remote invigilation through the use of technology**

See section 5.20 of the JCQ document *Access Arrangements and Reasonable Adjustments* for information on remote invigilation.

**What is the nature of the candidate's impairment?**

*(Max 1500 characters)*

**Confirm and describe how all of the following have been considered and exhausted:**

- the candidate sitting their examinations at the centre through an alternative rooming arrangement;
- an invigilator going to the candidate's home to conduct each examination;
- the candidate has not already completed some examinations and would therefore be able to meet the published criteria for special consideration.

*(Max 1500 characters)*

**Note:**

The remote invigilation of examinations may be acceptable in **exceptional circumstances** to support a candidate who would not otherwise be able to sit their examinations. The candidate has:

- a formally diagnosed medical condition; **or**
- a physical disability; **or**
- social, emotional and mental health needs; **or**
- a very substantial temporary illness or temporary injury.

Formal evidence **must** be available to confirm the candidate's impairment.

The head of centre **must** confirm that a remotely invigilated examination can be run in accordance with the awarding body's requirements as well as the expectations set out in the JCQ document *Instructions for conducting examinations*.

**Complete Part 2 to indicate the specialist evidence held on file confirming the candidate's disability.**

Part 1

Candidate's name

**Timetable variation requiring overnight supervision for a candidate with a disability**

See section 5.21 of the JCQ document *Access Arrangements and Reasonable Adjustments* for information on the need for a timetable variation requiring overnight supervision for a candidate with a disability.

**What is the nature of the candidate's disability?**

(Max 1500 characters)

**Confirm and describe why the candidate needs a timetable variation requiring overnight supervision.**

(Max 1500 characters)

**Note:**

Formal evidence **must** be available to confirm the candidate's impairment.

*Access arrangements online* will approve applications where only one examination in the series is being transferred from the published afternoon session to the following morning.

The centre will be required to confirm that the candidate and their parent(s)/carer(s) will adhere to the requirements for overnight supervision. An overnight supervision declaration form **must** be completed and be available for inspection.

*Access arrangements online* will automatically reject applications where it is proposed that multiple timetable variations will be required during the examination series. The centre **must** then make an online referral to the relevant awarding body/bodies.

Full details of all the candidate's examinations which will be subject to a timetable variation **must** be recorded as part of the online referral to the awarding body. The proposed date and session for each examination **must** be provided.

**Complete Part 2 to indicate the specialist evidence held on file confirming the candidate's disability.**

Part 1

Candidate's name

**Timetable variation on the day of the exam for a candidate with a disability**

See section 5.22 of the JCQ document *Access Arrangements and Reasonable Adjustments* for information on the need for a timetable variation on the day of the exam for a candidate with a disability.

**What is the nature of the candidate's disability?**

(Max 1500 characters)

**Confirm and describe why the candidate needs a timetable variation on the day of the exam.**

(Max 1500 characters)

**Note:**

Formal evidence **must** be available to confirm the candidate's impairment.

*Access arrangements online* will approve applications where a candidate with a disability:

- will be sitting examinations scheduled for the morning session later that morning; **or**
- will be sitting examinations scheduled for the morning session in the afternoon; **or**
- will be sitting examinations scheduled for the afternoon session in the morning.

The centre will be required to confirm that the candidate and their parent(s)/carer(s) will adhere to the requirements for supervision where the candidate will be arriving at the centre after 9.30 am for examinations scheduled for the morning session.

The centre will confirm that the candidate will remain under centre supervision until 2.30 pm where an examination scheduled for the afternoon session will be sat in the morning.

**Complete Part 2 to indicate the specialist evidence held on file confirming the candidate's disability.**

**Part 1**

Candidate's name

**Listening to music/white noise due to a substantial impairment**

See section 5.23 of the JCQ document *Access Arrangements and Reasonable Adjustments* for information on listening to music/white noise due to a substantial impairment.

**What is the nature of the candidate's disability?***(Max 1500 characters)*

--

**Confirm and describe why the candidate needs to listen to music/white noise.***(Max 1500 characters)*

--

**Note:**

The centre **must** ensure that the candidate uses a device which cannot be connected to the internet and is not Bluetooth enabled.

The music playlist **must** be checked to ensure an advantage is not conferred to the candidate.

**Complete Part 2 to indicate the specialist evidence held on file confirming the candidate's disability.**

<b>Part 2/3</b>	<b>Candidate's name</b>
-----------------	-------------------------

**Part 2: Specialist evidence**

**Indicate the specialist evidence held on file confirming the candidate's disability**

(Note: this is not required for supervised rest breaks or a computer reader/reader.)

<b>A letter or report from:</b>	<i>(Tick for 'Yes')</i>
CAMHS	
a HCPC registered psychologist	
a registered specialist medical consultant	
a psychiatrist	
a speech and language therapist	
the Local Authority Specialist Service (e.g. Sensory Impairment Service or Occupational Health)	
a current EHCP, Statement of Special Educational Needs or Individual Development Plan	
other appropriate medical evidence	

**Part 3: Access Arrangements**

**On the basis of the evidence detailed within this form, record the access arrangements that are required.**

*(Tick for 'Yes')*

Supervised rest breaks (Note: this arrangement <b>does not</b> require an online application)	
25% extra time	
26% to 50% extra time	
Extra time over 50%	
Computer reader/reader	
Scribe/speech recognition technology/word processor with grammar/spell check and/or predictive text switched on	
Access to a mobile phone for medical purposes	
Remote invigilation through the use of technology	
Timetable variation requiring overnight supervision for a candidate with a disability	
Timetable variation on the day of the exam for a candidate with a disability	
Listening to music/white noise due to a substantial impairment	

**Information for use in the centre (Note: This is not needed for inspection purposes)**

Please use this space to record any further access arrangements that the candidate will have that do not need to be processed online (i.e. arrangements which have been delegated to the centre). This will be helpful if/when the candidate moves on to another centre.

*(Max 900 characters)*

<b>Part 3</b>	<b>Candidate's name</b>
---------------	-------------------------

**Declaration**

**The declaration must be completed by the head of centre, SENCo, Access Arrangements Coordinator, or assessor working within the centre, once the form has been completed.**

I am satisfied that the information provided on this form is accurate. I fully support the application and confirm that the candidate is/will be appropriately entered for the examination(s) concerned and will be able to demonstrate the assessment objectives required by the specification(s).

<b>Declaration completed by:</b>		
<b>Name</b>		
<b>Role</b>	Head of centre	
	SENCo or equivalent member or staff	
	Access Arrangements Coordinator	
	Assessor working in the centre	
<b>Signature</b>	<div style="border: 1px solid black; width: 150px; height: 30px; margin: 0 auto;"></div> <p style="text-align: center;"><i>Type signature above here</i></p> <p style="text-align: right;"><b>or</b> <i>Use Adobe Signature Field/or position graphic of signature above here</i></p>	
<b>Date</b>		

A handwritten, electronic or typed signature is acceptable.

A signed and fully completed Form 9 **must** be retained on file by the SENCo/Access Arrangements Coordinator for inspection purposes to support an approved application processed online.

**Note:** Only the pages in Part 1 that reflect the candidate's required access arrangement(s) need to be completed and retained for inspection.

### A Memory Aid for a Reader

- I am here to read for you in your examination
- You must make clear what you want to be read
- I can only read the instructions and the questions
- I can repeat instructions, but only if you make it clear which instructions you want me to read
- I can spell words if you ask me, but only words on the question paper
- I can read back your answer, but only if you ask me
- GCSE English Language examinations:
- I can read the questions in the Writing section of the paper, but I can't read any of the questions in the Reading section
- I can't tell you which questions to choose
- I can't tell you when to move on to the next question
- I can't tell you which questions to do first
- Centres must ensure that both invigilators and those acting as a reader are appropriately trained and familiar with the rules as detailed on page 39.
- It is essential that the candidate is made aware of what a reader can and cannot do in advance of their first examination, e.g. internal school tests or mock exams.

### A Memory Aid for a Scribe

- I am here to write/type for you in your examination
- I must write/type exactly what you say
- I can draw maps, graphs and diagrams, but I can only draw exactly what you tell me
- I can't draw for you in a Design examination
- If we have problems communicating, I must tell the invigilator
- I can't give you any help with answers
- I can't suggest when an answer is finished
- I can't tell you which questions to choose
- I can't tell you when to move onto the next question
- I can't tell you which questions to do first
- I can read back what I have written/typed, but only if you ask me
- I can change what I have written/typed, but only if you ask me
- If you are allowed rest breaks, I can't write/type in those breaks

Centres must ensure that both invigilators and those acting as a scribe are appropriately trained in their duties.

It is essential that the candidate is made aware of what a reader can and cannot do in advance of their first examination, e.g. internal school tests or mock exams.

**Exam Invigilator Check List**

<b>1</b>	<b><i>Display notices:</i></b>  Warning to Candidates Notice to Candidates  No Electronic Equipment: Hand over phone to invigilator	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>2</b>	Display Clock	<input type="checkbox"/>
<b>3</b>	Write date, exam title, start time, finish time and centre number on a board or piece of paper. Make sure it is clearly visible.	<input type="checkbox"/>
<b>4</b>	Cover any helpful displays	<input type="checkbox"/>
<b>5</b>	Pencil case must be clear	<input type="checkbox"/>
<b>6</b>	Remove label from water bottle	<input type="checkbox"/>
<b>7</b>	No books or folders at the front of the room	<input type="checkbox"/>
<b>8</b>	Remind them they cannot speak	<input type="checkbox"/>
<b>9</b>	Have spare paper and record candidate and centre number on this	<input type="checkbox"/>
<b>10</b>	Collect paper from main exam hall	<input type="checkbox"/>
<b>11</b>	Make sure you have the insert if the paper requires one e.g. chemistry would have the periodic table	<input type="checkbox"/>
<b>12</b>	If the candidate is late but arrives within 30 minutes, then allow them in and give them time at the end. If they arrive later than that then tell them the exam board will be informed and may not accept the exam.	<input type="checkbox"/>
<b>13</b>	Make sure students are spaced out (distance of 1.25 metres between tables)	<input type="checkbox"/>
<b>14</b>	Contact Examinations Officer or Chief Invigilator or Learning Mentors in an emergency	<input type="checkbox"/>
<b>15</b>	Candidates have to stay in room until the official exam has ended.	<input type="checkbox"/>
<b>16</b>	Do not carry out any other tasks in exam room	<input type="checkbox"/>
<b>17</b>	Complete a scribe cover sheet if necessary	<input type="checkbox"/>
<b>18</b>	Check you have the correct paper	<input type="checkbox"/>
<b>19</b>	Computer marked exams are printed on blue paper and the student needs to use a black pen.	<input type="checkbox"/>
<b>20</b>	Toilet breaks need to be supervised. If you are in the exam room on your own, you may have to call for assistance	<input type="checkbox"/>
<b>21</b>	Make sure you know what the student's concession is before the exam	<input type="checkbox"/>

## APPENDIX 6: EQUIPMENT NEEDED FOR EXAM ACCESS ARRANGEMENTS

### Extra Time Separate Room

#### Rest Breaks

#### Scribe Exam

#### Word Processor Exam

<input type="checkbox"/> clock	<input type="checkbox"/> clock	<input type="checkbox"/> clock
<input type="checkbox"/> Piece of blank paper	<input type="checkbox"/> Piece of blank paper	<input type="checkbox"/> Piece of blank paper
<input type="checkbox"/> Blue tack	<input type="checkbox"/> Blue tack	<input type="checkbox"/> Blue tack
<input type="checkbox"/> pen	<input type="checkbox"/> pen	<input type="checkbox"/> pen
<input type="checkbox"/> Warning to Candidates x2	<input type="checkbox"/> Warning to Candidates x2	<input type="checkbox"/> Warning to Candidates x2
<input type="checkbox"/> Mobile Phone Warning x2	<input type="checkbox"/> Mobile Phone Warning x2	<input type="checkbox"/> Mobile Phone Warning x2
<input type="checkbox"/> Invigilator checklist	<input type="checkbox"/> Invigilator checklist	<input type="checkbox"/> Invigilator checklist
<input type="checkbox"/> JCQ book	<input type="checkbox"/> JCQ book	<input type="checkbox"/> JCQ book
<input type="checkbox"/> Rest breaks record sheet	<input type="checkbox"/> Scribe sheet	<input type="checkbox"/> Laptop and charger
		<input type="checkbox"/> Word Processor Sheet
		<input type="checkbox"/> Memory Pen (s)
<input type="checkbox"/> Clear bags for diabetic students		<input type="checkbox"/> Instructions to turn off spell check
		<input type="checkbox"/> Spare laptop and charger



AQA

City & Guilds

CCEA

NCFE

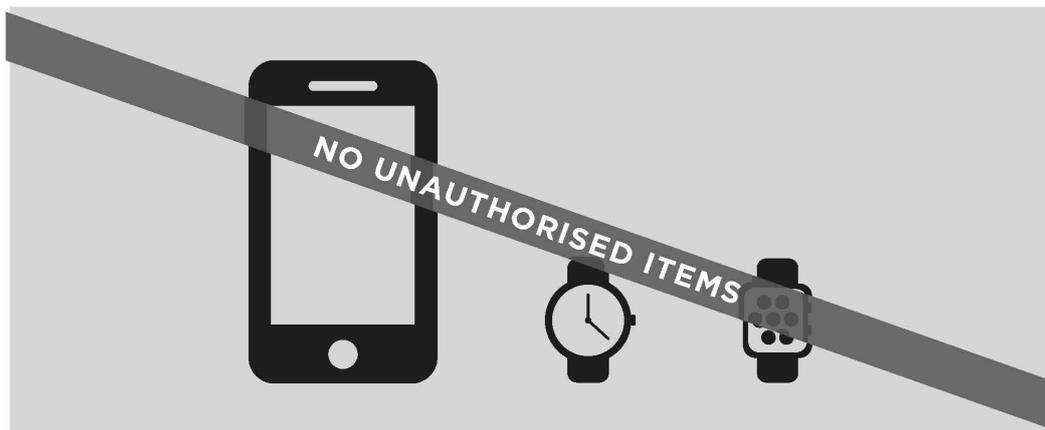
OCR

Pearson

WJEC

## NO MOBILE PHONES NO WATCHES

NO TECHNOLOGICAL OR WEB-ENABLED  
POTENTIAL SOURCES OF INFORMATION



Possession of unauthorised items, such as a mobile phone  
or any watch, is a serious offence and could result in

# DISQUALIFICATION

from your examination and your overall qualification.

This poster must be displayed in a prominent place outside each examination room.

## Warning to candidates



 Questions matter <b>AQA</b>	 <b>City &amp; Guilds</b>	 Rewarding Learning <b>CCEA</b>	 <b>NCFE</b>	 Oxford Cambridge and RSA <b>OCR</b>	 <b>Pearson</b>	 wjec cbac <b>WJEC</b>
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**1**

You **must** be on time for all your examinations.

**2**

**Possession of a mobile phone** or other unauthorised material **is not allowed** even if you do not intend to use it. You will be subject to penalty and possible disqualification from the examination or qualification.

**3**

You **must not** talk to, attempt to communicate with or disturb other candidates once you have entered the examination room.

**4**

You **must** follow the instructions of the invigilator.

**5**

You **must not** sit an examination in the name of another candidate.

**6**

You **must not** become involved in any unfair or dishonest practice in any part of the examination.

**7**

If you are confused about anything, only speak to an invigilator.

**The *Warning to candidates* must be displayed in a prominent place outside each examination room. This may be a hard copy A3 paper version or an image of the poster projected onto a wall or screen for all candidates to see.**

**Student consent note for refusal of exam access arrangement**



**HAZELWOOD**  
INTEGRATED COLLEGE

**CONSENT NOTE**

I, \_\_\_\_\_, (Student's name) do not wish to  
avail of the permitted exam access arrangement of

\_\_\_\_\_ for my  
\_\_\_\_\_ exam/assessment.

**Dated:** \_\_\_\_\_

**Signed:** \_\_\_\_\_

**In the presence of:** \_\_\_\_\_ (teacher/staff member)

**Assistant Principal AEN:** \_\_\_\_\_

**Parent contacted:** date \_\_\_\_\_

Signature \_\_\_\_\_



**HAZELWOOD**  
INTEGRATED COLLEGE

**Principal:** Máire Thompson, BA. (Hons), PGCE, PQH

70 Whitewell Road  
NEWTOWNABBEY  
BT36 7ES

**tel:** 028 9077 4202  
**fax:** 028 9077 7989

**email:** info@hazelwood.belfast.ni.sch.uk  
**web:** www.hazelwoodcollege.co.uk

Parental letter regarding refusal of exam access arrangement

Date:

Parent/Guardian of



**HAZELWOOD**  
INTEGRATED COLLEGE

Dear

**EXAM HEADING**

Further to our recent telephone conversation, I am writing to ask if you could confirm in writing, your permission that student's name will not be availing of the permitted exam access arrangement of \_\_\_\_\_ for the exam/assessment on \_\_\_\_\_. I would also be grateful if student's name would similarly confirm in writing her intention to not take up her exam access arrangement on this occasion.

I have included a consent form below to be signed by yourself and \_\_\_\_\_ and a stamped self-addressed envelope for your return at your earliest convenience. This does not mean that this arrangement is removed for further exams and can be reviewed at any stage. If you have any further queries, please do not hesitate to contact me.

Yours sincerely,

Mrs Linda Drennan  
Assistant Principal, AEN.



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**CONSENT FORM**

I, \_\_\_\_\_, (Parent/Guardian signature)  
give my permission for \_\_\_\_\_ not to avail of the permitted  
exam access arrangement of \_\_\_\_\_.

I, \_\_\_\_\_, (student signature)  
choose not to avail of the permitted exam access arrangement of  
\_\_\_\_\_.



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