

# Support for Exams

## - Often referred to as 'Access Arrangements'

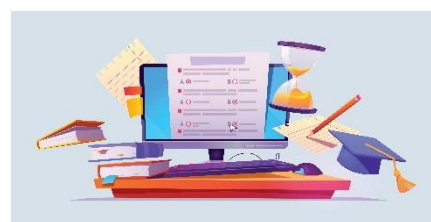
Please note: 'child' 'child or young person'

Some children and young people will need pre-examination adjustments based on their special educational needs. This factsheet will explain what these reasonable adjustments could be, and how you go about requesting this from the education setting that you (or your child if you are the parent carer reading this) is attending. These are known as **ACCESS ARRANGEMENTS**, or sometimes 'exam concessions'.

As the needs and circumstances of each learner are different, schools, colleges and other exam centres must consider any request for a reasonable adjustment on a case-by-case basis. SENCos and assessors need to show evidence as to why and how the Access Arrangement is required. As subjects vary, leading to different demands, support may be needed in just one or two subjects; another individual may need support in all their subjects. The key principle is that the SENCo, or the assessor working within the centre, can show a history of support and provision. The arrangement must not suddenly be awarded to the child or young person at the time of their exam.

### Access Arrangements are:

- agreed before an assessment, to allow students with specific needs to access the assessment.
- based on the child's special educational needs, disabilities or a temporary illness or injury.
- the main way in which awarding bodies comply with their duty to make 'reasonable adjustments' under the Equality Act 2010 (this means taking reasonable steps to overcome any disadvantage to those with a disability).
- intended to enable individual students to fully access an assessment, but without affecting the integrity of the assessment. The adjustment must also be the student's regular 'normal way of working'. An example would be a Braille exam paper, which would be a reasonable adjustment for a sight impaired student who ordinarily reads Braille in their lessons.



### Types of 'Access Arrangements'

Adapting assessment materials / adaptation of the physical environment for access purposes / adaptation to equipment / assessment material in an enlarged format or Braille / assessment material on coloured paper or in audio format / British Sign Language (BSL) / changing or adapting the assessment method / extra time (% decided via standardised testing) / modified language assessment material / practical assistant prompter / reader/scribe / use of assistive software and technology / coloured overlays, vision aids / different assessment location / use of ICT/responses using electronic devices.

### PLEASE NOTE THIS IS NOT AN EXHAUSTIVE LIST

It is worth discussing what reasonable adjustments may help you/your child.

### When would and Access Arrangement not be approved?

An Access Arrangement would not be approved if it involves unreasonable costs, unreasonable timeframes or affects the security and integrity of the assessment. **The Access Arrangement can only be used in assessments if it is ordinarily needed**

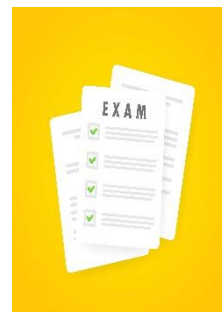
**and used as the student's 'normal way of working' in lessons.** It is important to note that not all the adjustments (as above) will be reasonable, permissible, or practical in some situations. The learner may not need, nor be allowed, the same adjustment for all assessments.

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**TOP TIP:** If you know that you had Access Arrangements in your previous school or educational setting, you can ask them to give your new setting a copy of your [JCQ Form 8](#). This will help your new setting to better understand your (or your child's) needs.

### What is a Special Consideration?

A 'special consideration' is not an Access Arrangement. It is a (rare) adjustment to a student's mark or grade after an exam, to reflect a temporary injury, illness, or other exceptional circumstances at the time of the examination or assessment. There are very strict rules about Special Consideration. To find out more click on the last link in the Further information box below.



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### Further Information:



The Joint Council for Qualifications details [Access Arrangements, Reasonable Adjustments and Special Considerations](#). (These change each year).

What the 'The Equality Act (2010)' says about Reasonable Adjustments: <https://www.legislation.gov.uk/ukpga/2010/15/section/20>

How reasonable adjustments and Access Arrangements should be considered as part of every setting's SEN planning and review processes. (Page 17 (section xxii) of the [SEND code of practice: 0 to 25 years - GOV.UK](#))

You can also contact the SENDIAS service if you want to discuss your particular situation, including the options available to you. Please see the different ways to contact us below.

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### Service Statement

The role of the SENDIAS service is to ensure all parents, children and young people have access to impartial information, advice and support so they can make informed decisions related to their situation. Any information that is shared with the service is in confidence unless permission has been obtained to share this with any individuals, services and agencies that may be able to help in the circumstances. For more detail, view our [policies and privacy notice](#) on our website.

**How to contact us:** Tel: 0330 222 8555 / Email: [send.ias@westsussex.gov.uk](mailto:send.ias@westsussex.gov.uk) or [cyp.sendias@westsussex.gov.uk](mailto:cyp.sendias@westsussex.gov.uk) (up to age 25) / Website: [www.westsussexsendias.org](http://www.westsussexsendias.org)

To view factsheet online and access all links: <https://tinyurl.com/btwbxzep>

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