Access Arrangements Policy (2025-2026)

Date written/last reviewed	October 2025
Committee Responsible	Full Governors' Body
Key staff involved in this policy / procedure	
Exams Manager	Zhulieta Stoyanova zstoyanova@greycourt.org.uk
SENDCo	Patricia Cook pcook@greycourt.org.uk
Head of Centre	Christopher Rhodes crhodes@greycourt.org.uk
Access Arrangements Coordinator (AAC)	Sylvia Munday smunday@greycourt.org.uk
Chair of Governors	Julian Knott jknott@greycourt.org.uk
Date of next review	October 2026 This procedure is reviewed annually to ensure compliance with current regulations
Additional information	Please also see Information sheet about Exam Access Arrangements

Contents

What are access arrangements and reasonable adjustments?

Access arrangements

Access arrangements are agreed before an external 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* to make 'reasonable adjustments'. (AA Definitions)

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. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille. 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 several 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;

• 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;

• affects the security and integrity of the assessment.

This is because the adjustment is not 'reasonable'. (AA Definitions)

*References to legislation are to the Equality Act 2010.

Purpose of the policy

The purpose of this policy is to confirm that Grey Court 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.
(General Regulations for Approved Centres, section 5.4)

This policy is maintained and held by the SENDCO and AAC alongside the individual files/e-folders of each access arrangements candidate. Each file/e-folder contains detailed records of all the essential information that is required to be held according to the regulations.

Where the SEN Department is storing documentation electronically he/she must create an e-folder for each individual candidate. The candidate's e-folder must hold each of the required documents for inspection. (AA)

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

This publication is further referred to in this policy as AA

General principles

The principles for the centre to consider are detailed in AA (section 4.2). These include:

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 disabled candidates.

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.

Access arrangements/reasonable adjustments should be processed at the start of the course.

Arrangements must always be approved before an examination or assessment.

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

The candidate must have had sufficient and appropriate opportunities to practise using the access arrangement(s)/reasonable adjustment(s) before their first examination, such as for a period of at least one school term, including mock exams and end-of-unit assessments, to ensure familiarity and effectiveness.

Applications should be submitted at the start of the academic year (and no later than 31 January 2026 for Y11 and Y13 and 5th May 2026 for Y10 and Y12).

Equalities Policy (Exams)

A large part of the access arrangements/reasonable adjustments process is covered in the Equalities Policy which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams.

The Access Arrangements Policy further covers the assessment process and related issues in more detail.

The assessment process

Assessments are carried out by the schools designated Access Arrangements Assessor (AAA) and Access Arrangements Coordinator (AAC). The assessor is appropriately qualified as required by JCQ regulations in AA, section 7.3

The qualification held by the assessor (and coordinator) is as follows:

Institution: PATOSS (The Professional Association of Teachers of Students with Specific Learning Difficulties

Title: PATOSS AAA: Assessing for Access Arrangements

Awarded to: Sylvia Munday

Date: 24/05/2024

The certificate is attached to the back of this policy for authentication.

Appointment of assessors of candidates with learning difficulties

At the point an assessor is engaged/employed in the centre, evidence of the assessor's qualification is obtained and checked against the current requirements in AA. This process is carried out prior to the assessor undertaking any assessment of a candidate.

Checking the qualification(s) of the assessor(s)

In compliance with the JCQ General Regulations and Access Arrangements and Reasonable Adjustments (AA) Chapter 7, the following process is followed to ensure that the qualification(s) of the assessor(s) are checked, verified, and properly documented before any assessments are conducted for candidates with learning difficulties:

1. Initial Qualification Check:
   ○ At the point of engagement or employment, the head of centre or senior leadership team will ensure that the assessor's qualification(s) are thoroughly reviewed. This process includes obtaining copies of the relevant qualifications before the assessor undertakes any assessments.
   ○ The qualification(s) must meet the standards outlined in AA 7.3 (Appointment of assessors of candidates with learning difficulties) to ensure that assessors are suitably qualified to conduct assessments for access arrangements.
2. Documentation and Evidence:
   ○ Evidence of the assessor's qualification(s) will be securely stored by the SENCo (Special Educational Needs Coordinator) / Access Arrangements Coordinator (ACC) and will be available for inspection during the JCQ Centre Inspection.
   ○ The SENCo will be responsible for presenting this evidence as part of the centre's access arrangements records and ensuring that all documentation is up-to-date and compliant with JCQ requirements.
3. Verification of Procedures:
   ○ The head of centre will maintain a written process to ensure that not only the qualifications of the assessor(s) are checked, but also that all

procedures followed align with Chapter 7 of the JCQ publication Access Arrangements and Reasonable Adjustments.
   ○ The process will include periodic reviews to ensure continuous compliance with JCQ regulations, and any new assessors will be subject to the same qualification check before they undertake any assessment.

Reporting the appointment of the assessor(s)

Notification of Appointment:

- The SENCo reports the appointment of any assessor(s) to the head of centre, ensuring that the assessor's qualification(s) meet the required standards outlined in AA 7.3.
- The centre ensures that each assessor has an appropriate level of training and competence, and is fully qualified as per JCQ regulations.

Record-Keeping and Reporting:

- Once the assessor is appointed, their qualification(s) are verified, and copies of their credentials are stored in the Access Arrangements Documentation File for future reference.
- The file is reviewed and updated regularly by the SENCo to ensure it remains compliant with JCQ regulations.
- A report detailing the assessor's qualifications and appointment is shared with the Examinations Officer and included in the centre's internal records.

Inspection Readiness:

- The SENCo ensures that the qualification evidence of the assessor(s) is readily available for the JCQ Centre Inspection. This documentation must be presented to the inspection team upon request to verify that the assessor(s) is/are suitably qualified to carry out assessments for access arrangements.

Process for the assessment of a candidate's learning difficulties by an assessor

In our centre, we adhere strictly to the guidelines outlined in AA 7.3 (Guidelines for the assessment of the candidate's learning difficulties by an assessor) and AA 7.6 (Completing Form 8 – JCQ/AA/LD, Profile of Learning Difficulties) to ensure that all assessments for access arrangements are conducted properly, fairly, and in compliance with JCQ regulations.

1. Gathering a Picture of Need

- The process of assessing a candidate for learning difficulties begins with gathering evidence of the candidate's normal way of working within the centre. This evidence is collected by the SENCO / AAC in collaboration with the candidate's teachers and includes examples of classroom work, feedback from staff, and any existing support already in place.
- This ensures a holistic picture of the candidate's needs and is consistent with their normal way of working.
- If the candidate has a privately commissioned assessment, the SENCo will carefully consider the relevance of this report and decide whether further assessments are needed, in accordance with AA 7.3.

2. Assessment by a Qualified Assessor

- Once the need for formal assessment is confirmed, the SENCo ensures that the assessment is conducted by a suitably qualified and experienced assessor, as required by AA 7.3.
- The assessor follows the guidelines in AA 7.5, ensuring that appropriate, JCQ-approved tests are used to assess the candidate's learning difficulties.
- The assessment is thorough and includes both quantitative data (test scores) and qualitative observations, as per JCQ guidelines.

3. Completing Form 8 – JCQ/AA/LD, Profile of Learning Difficulties

- After the assessment, the assessor completes Form 8 (JCQ/AA/LD, Profile of Learning Difficulties) in full, in accordance with AA 7.6. This form outlines the candidate's profile of needs, details the results of the assessment, and makes a clear recommendation for access arrangements, where appropriate.
- The SENCo will review Form 8 to ensure it is correctly completed and that the recommendations are supported by the evidence collected from both the assessment and the candidate's normal way of working.
- The completed Form 8 is then added to the candidate's Access Arrangements Documentation File for inspection purposes.

4. Use of Privately Commissioned Assessments

- Where a candidate has undergone a privately commissioned assessment, the centre follows the process detailed in AA 7.3, ensuring that the picture of need and normal way of working are established through in-centre observations. This ensures that the privately commissioned report is used alongside evidence from the centre to make any decisions regarding access arrangements.

- If a privately commissioned assessment does not align with the candidate's normal way of working within the centre, further assessment by the centre's assessor may be instigated.

5. Process for Private Candidates (Distance Learners or Home-Educated Students)

- For private candidates, such as distance learners or home-educated students, the centre follows GR 5.4 by ensuring that the candidate is assessed by a qualified assessor, as outlined in AA 7.3 and AA 7.5.
- The SENCo/ AAC will gather evidence of the candidate's normal way of working outside of the centre (from tutors, parents, or other educators) and ensure that the same rigorous process is followed to assess their needs for access arrangements.
- Form 8 will also be completed for private candidates and retained in the centre's records for inspection purposes.

6. Record-Keeping and Inspection Readiness

- All evidence, including Form 8, records of the assessment process, and evidence of normal way of working, is kept in the Access Arrangements Documentation File, managed by the SENCo / AAC.
- The head of centre ensures that these records are maintained and ready for inspection by the JCQ Centre Inspection Team, demonstrating compliance with GR 5.4 and all relevant JCQ regulations.

This process ensures that the correct procedures are followed in accordance with Chapter 7 of the JCQ publication Access Arrangements and Reasonable Adjustments, as required by GR 5.4, guaranteeing that every candidate receives appropriate and fair access arrangements based on their individual needs.

Painting a 'holistic picture of need', confirming normal way of working

In compliance with AA 7.5 (Guidelines for the assessment of the candidate's learning difficulties by an assessor) and AA 7.6 (Completing Form 8 – JCQ/AA/LD, Profile of Learning Difficulties), the following steps are followed in our centre to ensure that the assessment of candidates with learning difficulties is thorough, consistent, and fully compliant with JCQ regulations.

1. Gathering Background Information and Painting a Picture of Need

- Before any formal assessment takes place, the SENCo / AAC works with the candidate's teachers to gather comprehensive background information, providing evidence of the candidate's normal way of working.
- This background information includes examples of classwork, teacher feedback, and records of any existing support or adjustments already in place. This ensures that a holistic "picture of need" is painted as required by Part 1 of Form 8.
- The SENCo and the assessor work closely to ensure this process is consistent and that the background information reflects the candidate's day-to-day experiences in the classroom.

2. Independent Assessors and the Centre's Role

- If an independent assessor is involved, they must contact the centre before the candidate's assessment to request evidence of the candidate's normal way of working and other relevant background information. This must take place prior to the assessment to ensure that the independent assessor has a clear understanding of the candidate's needs.
- The independent assessor must be approved by the head of centre to ensure they are suitably qualified to conduct the assessment, as per the guidelines outlined in AA 7.5.
- The SENCo / AAC provides the independent assessor with all necessary background information, including the holistic picture of need and evidence of how the candidate normally works in the classroom environment.

3. Conducting the Assessment in Light of the Picture of Need

- The assessor, whether internal or independent, must assess the candidate with the background information in mind, ensuring that the assessment is in alignment with the candidate's typical way of working. This ensures that any recommendations made for access arrangements are based on the actual needs of the candidate as demonstrated in daily school life.
- The assessment itself must include appropriate JCQ-approved tests for identifying learning difficulties, ensuring that the evidence gathered supports the access arrangements being requested.

    4. Completing Form 8 – JCQ/AA/LD, Profile of Learning Difficulties

- Once the assessment is completed, the assessor will fill in Part 2 of Form 8 to document the outcomes of the assessment and provide a clear profile of the candidate's learning difficulties.
- Form 8 is completed with information on the candidate's performance, the tests used, and the recommended access arrangements based on the assessment results and the holistic picture of need painted in Part 1.
- The SENCo will review Form 8 to ensure that it is completed correctly and that the recommendations for access arrangements align with the evidence of need.

5. Determining Access Arrangements

- After the assessment, the SENCo is responsible for making the final determination of access arrangements in line with the evidence provided by the assessor. This is consistent with AA 7.5, which states that the SENCo holds the responsibility to ensure that the arrangements are both appropriate and practicable for the candidate.
- The SENCo and assessor will discuss any recommended access arrangements to ensure that they are reasonable adjustments that align with the candidate's needs and the evidence gathered during the assessment process.

6. Record-Keeping and Inspection Readiness

- All documentation, including Form 8 and supporting evidence, is stored in the Access Arrangements Documentation File held by the SENCo. This file is regularly updated and maintained for JCQ Centre Inspections.
- The head of centre ensures that this process is adhered to and that all required records are available for inspection.

By following this process, our centre ensures full compliance with AA 7.5 and AA 7.6, providing a consistent and rigorous approach to assessing candidates with learning difficulties, determining appropriate access arrangements, and ensuring that the necessary documentation is in place for inspection.

Processing access arrangements and adjustments

Arrangements/adjustments requiring awarding body approval

Access arrangements online (AAO) is a tool provided by JCQ member awarding bodies for centres to apply for required access arrangement approval for the qualifications covered by the tool. This tool also provides the facility to order modified papers for those qualifications included. (Refer to AA, chapter 8 (Processing applications for access arrangements and adjustments) and chapter 6 (Modified papers).

AAO is accessed within the JCQ Centre Admin Portal (CAP) by logging in to one of the awarding body secure extranet sites. A single application for approval is required for each candidate regardless of the awarding body used.

In compliance with AA Chapter 8 (Processing applications for access arrangements and adjustments) and Chapter 6 (Modified papers), our centre follows a structured process to ensure that all applications for access arrangements are correctly processed and managed using the Access Arrangements Online (AAO) tool.

1. Responsibility for Submitting Applications

- The SENCo is responsible for processing all access arrangement applications through AAO. This includes submitting requests for approval for access arrangements such as extra time, readers, scribes, and modified papers, based on the specific needs of the candidate.
- The SENCo ensures that a single application is submitted for each candidate, regardless of the awarding body, in accordance with JCQ regulations.

2. Timing of Applications

- Applications for access arrangements are generally submitted at the beginning of the academic year, allowing sufficient time for approval and any necessary arrangements, such as ordering modified papers, to be put in place before the examination period.
- Deadlines are monitored closely by the SENCo to ensure that all applications are submitted within the timelines set by the awarding bodies.

3. Information Required for Applications

- The SENCo ensures that all relevant supporting evidence of need is gathered prior to the submission of the application. This includes:
  - Form 8 (JCQ/AA/LD), which provides the candidate's profile of learning difficulties.
  - Evidence of the candidate's normal way of working.
  - Diagnostic reports or other documentation confirming the candidate's specific needs.
  - A signed candidate personal data consent form allowing the centre to process and submit the application.
- This information is uploaded into AAO as part of the application process and is kept on file for future reference and inspection.

4. Processing Applications via the JCQ Centre Admin Portal (CAP)

- The Access Arrangements Online (AAO) tool is accessed through the JCQ Centre Admin Portal (CAP) by logging in to one of the awarding body secure extranet sites.
- The SENCo ensures that the correct information is entered for each candidate and that the system is used to apply for any access arrangements required for the qualifications covered by AAO.
- Where the candidate requires modified papers, the SENCo uses AAO to order these papers for the qualifications that require them, in accordance with Chapter 6 of the JCQ regulations.

5. Record-Keeping and Storage of Files

- The SENCo maintains detailed records of all access arrangement applications. This includes:
  - A printed copy of the approved application from AAO.
  - A copy of the candidate's signed consent form.
  - Any evidence of need such as Form 8, reports from educational psychologists, or specialist teachers.
  - These records are stored in the Access Arrangements Documentation File, which is either kept electronically or in hard copy in the SENCo's office, ensuring it is readily available for inspection by the JCQ Centre Inspection Service.

6. Handling Applications That Do Not Gain Approval

- If an application is not approved, the SENCo carefully reviews the reasons for the decision, as provided by the awarding body via AAO.
- The SENCo may gather additional evidence, consult with the awarding body, or discuss alternative arrangements with the candidate and their teachers.
- Awarding body referrals are addressed in consultation with the awarding body, and any follow-up action is taken to ensure the candidate receives appropriate support.

7. Inspection Readiness

- All records related to access arrangements, including approved applications, supporting evidence, and consent forms, are maintained for JCQ Centre Inspection. The SENCo ensures that these records are updated and readily available for review during an inspection to demonstrate compliance with JCQ guidelines.
- The centre complies fully with AA 8.6, ensuring that all essential documentation is on file for each candidate receiving access arrangements.

By following this process, the centre ensures that all applications for access arrangements are handled efficiently, in accordance with AA Chapter 8 and JCQ regulations, providing the necessary adjustments to candidates who require support during examinations.

Centre-delegated arrangements/adjustments

In our centre, we follow a structured process for dealing with centre-delegated arrangements (those which can be granted by the centre without requiring prior approval from an awarding body). These arrangements are implemented based on the candidate's needs, and appropriate evidence is maintained on file where necessary. This ensures that all candidates receive fair support in exams, consistent with JCQ guidelines.

1. Identifying the Need for Centre-Delegated Arrangements

- The SENCo, in consultation with teachers and other relevant staff, identifies candidates who may benefit from centre-delegated arrangements. This decision is based on evidence of the candidate's normal way of working and any documented learning difficulties or disabilities.
- Common centre-delegated arrangements include:
    - Supervised rest breaks.
    - Use of a word processor where this is the candidate's normal way of working.
    - Prompt

2. Supporting Evidence

- While centre-delegated arrangements do not require prior approval from an awarding body, the SENCo / ACC ensures that evidence of the need for these arrangements is documented where appropriate.
- For example:
    - For candidates using a word processor, evidence may include examples of classroom work completed on a word processor, or a statement from the candidate's teachers confirming that this is their normal way of working.
    - For candidates requiring rest breaks, medical evidence or reports from healthcare professionals may be kept on file to support the arrangement.
- This evidence is stored in the Access Arrangements Documentation File for reference and potential inspection.

3. Implementing Centre-Delegated Arrangements

- The SENCo ensures that all centre-delegated arrangements are in place for internal assessments, mock exams, and external exams.
- Rest breaks are supervised, and candidates are allowed to take breaks as needed, with the understanding that this time is added to the total exam duration.
- For candidates using a word processor, the centre ensures that the candidate has access to a suitable device that meets the requirements for exam conditions (e.g., no access to the internet or spell check if not allowed).

4. Record-Keeping

- While some centre-delegated arrangements do not require formal documentation, the SENCo ensures that a record is kept of all candidates who receive such arrangements. This includes:
    - A list of candidates using centre-delegated arrangements, such as word processors or separate invigilation.
    - Any relevant evidence to support the arrangement, such as medical documentation or teacher observations, if applicable.
- These records are kept as part of the centre's overall access arrangements documentation and are available for review during JCQ Centre Inspections if necessary.

5. Review of Centre-Delegated Arrangements

- Centre-delegated arrangements are reviewed annually to ensure that they continue to meet the needs of the candidate. This includes checking that the arrangement remains the candidate's normal way of working and that it is appropriate for any upcoming exams.
- The SENCo regularly consults with teachers and the candidate to confirm that the arrangements are effective and meet the candidate's needs.

By following this process, the centre ensures that centre-delegated arrangements are managed effectively, with appropriate evidence kept on file where necessary, and that all candidates receive the support they need to perform to the best of their ability during exams.

Centre-specific criteria for particular arrangements/adjustments

Word Processor Policy (Exams)

An exam candidate may approve the use of a word processor where this is appropriate to the candidate's needs and not simply because the candidate now wants to type rather than write in exams or can work faster on a keyboard, or because they use a laptop at home. The use of a word processor must reflect the candidate's normal way of working within the centre.

The schools Word Processor Policy is policy number 5 in the exams policy e-folder.

In our centre, the use of a word processor for exams is permitted in accordance with JCQ regulations and must reflect the candidate's normal way of working. A candidate may be granted the use of a word processor where it is appropriate for their specific needs and not simply due to preference, the ability to type faster, or because they use a laptop at home. This policy ensures that the use of a word processor is based on genuine requirements and supported by evidence of need.

1. Criteria for Allocating Word Processors

- The use of a word processor is approved where it reflects the candidate's normal way of working within the centre, as verified by their teachers and the SENCo.
- This may include candidates who have:
  - A medical condition or injury that affects their ability to write by hand (e.g., repetitive strain injury or musculoskeletal issues).
  - Specific learning difficulties such as dyslexia, which make it difficult to write legibly or quickly by hand.
  - Motor coordination or fine motor skill impairments.
  - Other physical or psychological conditions that affect their ability to produce written work by hand under exam conditions.

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2. Process for Approving Word Processor Use

- Candidates requesting the use of a word processor must have a history of using it as part of their normal working practice within the classroom (e.g., for classwork, homework, or assessments).
- The SENCo / AAC will gather supporting evidence, such as teacher feedback and examples of classroom work, to confirm the candidate's normal way of working. This ensures that the request is based on educational need, not personal preference.
- Form 8 or medical documentation may also be submitted to further support the need for a word processor where appropriate.

3. Word Processor Specifications

- Word processors used in exams must comply with JCQ regulations, ensuring that they do not provide the candidate with an unfair advantage. This means:
  - The word processor must not be connected to the internet.
  - Spellcheck, grammar check, and predictive text functions must be disabled unless these have been specifically approved as part of the candidate's access arrangements.

4. Word Processor Usage

- The word processor must only be used to type answers and not to access notes, textbooks, or any other non-approved resources.
- The candidate must save and submit their work appropriately, following exam regulations.
- Printed copies of the candidate's answers will be submitted at the end of the exam, and the centre will ensure that all electronic versions of the work are securely deleted after printing.

5. Record Keeping and Inspection

- The school's Word Processor Policy is stored as Policy Number 5 in the Exams Policy e-folder. This ensures that the policy is readily available for reference and inspection.
- A statement from a member of the senior leadership team will be provided for inspection purposes. This statement will detail the criteria used by the centre to allocate and award word processors for exams, as required by AA 5.8.

6. Review and Monitoring

- The SENCo will review candidates' ongoing need for a word processor on an annual basis, ensuring that the arrangement continues to reflect their normal way of working and that it remains appropriate for the candidate's needs.

By following this policy, the centre ensures compliance with JCQ regulations, providing candidates with the necessary support in exams while maintaining fairness and integrity in the examination process.

Alternative Rooming Policy

A decision where an exam candidate may be approved for alternative invigilation within the centre will be made by the SENCo.

The decision will be based on:

·   whether the candidate has a substantial and long term impairment which has an adverse effect and

·   the candidate's normal way of working within the centre (AA 5.16)

In accordance with AA 5.16 and JCQ guidelines for the 2024-2025 academic year, our centre's policy on alternative rooming ensures that decisions to grant an alternative room are made based on the candidate's substantial and long-term impairment and their normal way of working within the centre.

Nervousness, low level anxiety or being worried about examinations is not sufficient grounds for separate invigilation within the centre.

1:1 invigilation and the use of an alternative room would apply in exceptional circumstances, where the candidate has a serious medical condition such as frequent seizures, Tourette's or significant behavioural issues which would disturb other candidates in the examination room.

1. Criteria for Granting Alternative Rooming

- The decision to allocate alternative rooming is made by the SENCo in collaboration with the candidate's Form Tutor, Head of Year, or a senior member of staff with pastoral responsibilities.
- The decision is based on:
  - Whether the candidate has a substantial and long-term impairment that adversely affects their ability to take exams in the main exam room. This may include:
    - Medical conditions (e.g., frequent seizures, Tourette's Syndrome, or other conditions that would cause disruption or require regular supervision).
    - Mental health conditions such as anxiety that could be exacerbated by being in a large exam hall.
  - The candidate's normal way of working in school tests and mock exams, demonstrating that alternative rooming is already part of their support plan.

2. Establishing the Candidate's Needs

- The candidate's difficulties are long-term and must be established within the centre, known to relevant staff, and supported by medical or psychological evidence where necessary.
- Alternative rooming is often considered for candidates with:
  - Chronic medical conditions that require privacy or frequent breaks.

- Social, emotional, or mental health needs that affect their ability to concentrate or manage stress in large exam settings.

3. Normal Way of Working

- For a candidate to qualify for alternative rooming, it must reflect their normal way of working within the centre. This means the candidate typically uses smaller group settings or separate rooms during:
  - Internal assessments.
  - Mock exams.
  - Other day-to-day school activities where the main exam hall setting is not appropriate due to their condition.
- The SENCo will gather evidence such as teacher feedback and school records to verify the candidate's normal way of working.

4. Record Keeping and Inspection

- All decisions regarding alternative rooming, including supporting evidence (such as medical documentation or internal school records), are recorded and stored in the Access Arrangements Documentation File.
- These records are kept on file and are available for review during JCQ Centre Inspections, ensuring compliance with JCQ guidelines.

5. Implementation of Alternative Rooming

- Once alternative rooming has been granted, the candidate will sit their exams in a smaller, more appropriate environment away from the main exam hall.
- The centre ensures that the alternative room adheres to all JCQ regulations for secure exam conduct, including invigilation and room setup.

6. Annual Review of Alternative Rooming

- The SENCo conducts an annual review of alternative rooming arrangements to ensure they remain appropriate to the candidate's needs and reflect their normal way of working.

By following this policy, the centre ensures that decisions regarding alternative rooming are made in line with AA 5.16 and that candidates receive the necessary accommodations to support their specific needs, ensuring fairness and compliance with JCQ regulations.