



ARTS EDUCATIONAL SCHOOLS
Access Arrangements Policy

Document Title	Access Arrangements Policy
Maintained by	SLT, Head of Learning Development Department / SENDCo
Owned by	Director of Teaching and Learning
Institutional/Directorate Policy	Day School and Sixth Form
Approved by	DSSF Board
Last Reviewed	September 2026
Next Review	September 2027

Access Arrangements Policy

Table of Contents

1.	Policy Statement.....	5
2.	Scope	5
3.	Principles	6
4.	Types of Access Arrangements	6
5.	Identification of Need	7
6.	Assessment and Application Process.....	7
7.	Normal Way of Working	8
8.	Temporary Arrangements and Special Consideration.....	8
9.	Private Specialist Reports	9
10.	Complaints.....	9
11.	Communication.....	9
12.	Record Keeping	10
13.	Roles and Responsibilities.....	10
14.	Monitoring and Review	11

1. Policy Statement

- 1.1 ArtsEd is committed to ensuring that all pupils are able to demonstrate their knowledge, understanding and skills in assessments and examinations on an equitable basis.
- 1.2 Examination Access Arrangements (EAs) are provided in accordance with the Equality Act 2010, the SEND Code of Practice: 0-25 (2015) and the current Joint Council for Qualifications (JCQ) Access Arrangements and Reasonable Adjustments Regulations.
- 1.3 Access arrangements are intended to remove substantial barriers to assessment for pupils with SEND, disabilities, medical conditions or temporary injuries, without compromising the integrity or assessment objectives of the qualification.
- 1.4 ArtsEd will make reasonable adjustments where required and where permitted by awarding body regulations, in accordance with its duties under the Equality Act 2010
- 1.5 As a school committed to excellence, inclusion and equitable access to opportunity, ArtsEd seeks to ensure that appropriate arrangements are identified, implemented and reviewed so that pupils can participate fully in examinations alongside their peers.
- 1.6 ArtsEd's distinctive curriculum combines academic study with intensive vocational training in the performing arts. Examination access arrangements form part of the school's wider commitment to ensuring that pupils with SEND, disabilities or additional needs are able to participate fully and demonstrate their attainment fairly across the curriculum

2. Scope

- 2.1 This policy applies to all internal and external examinations undertaken by pupils at ArtsEd Day School & Sixth Form where JCQ regulations or awarding body requirements apply.
- 2.2 The policy should be read alongside:
 - SEND Policy

- Assessment Policy
- Data Protection Policy
- Examinations Policy
- Accessibility Plan

3. Principles

3.1 ArtsEd will:

- identify examination access needs as early as possible;
- ensure that arrangements are based on evidence of need;
- ensure that arrangements reflect a pupil's normal way of working within school;
- work collaboratively with pupils, parents/carers, teaching staff and external professionals where appropriate;
- comply fully with current JCQ regulations and awarding body requirements;
- regularly review arrangements to ensure they remain appropriate and effective.

4. Types of Access Arrangements

4.1 Access arrangements may include, but are not limited to:

- extra time;
- supervised rest breaks;
- readers or computer readers;
- read aloud arrangements;
- scribes;
- speech recognition technology;
- word processors;
- separate rooming arrangements;
- assistive technology;
- modified examination papers;
- practical assistants;
- alternative rooming arrangements where permitted by JCQ regulations;
- other arrangements permitted under current JCQ regulations.

- 4.2 The availability of specific arrangements is determined by the current JCQ regulations and the individual evidence of need.

5. Identification of Need

- 5.1 Potential examination access needs may be identified through:
- information provided during admission;
 - previous examination access arrangements;
 - SEND documentation;
 - Educational Psychologist reports;
 - medical evidence;
 - teacher observations;
 - Learning Development Department assessments;
 - standardised assessment data;
 - ongoing monitoring of a pupil's performance and access to learning.
- 5.2 The existence of a diagnosis does not automatically qualify a pupil for examination access arrangements. Any arrangement must meet current JCQ criteria and reflect the pupil's normal way of working.

6. Assessment and Application Process

- 6.1 The Learning Development Department is responsible for coordinating assessments and applications for examination access arrangements.
- 6.2 Where required, assessments will be undertaken by appropriately qualified professionals in accordance with JCQ regulations.
- 6.3 Applications will be supported by appropriate evidence, including:
- assessment data;
 - teacher evidence;
 - examples of classroom practice;
 - SEND documentation;
 - medical information;
 - specialist reports where appropriate.
- 6.4 All applications requiring awarding body approval will be submitted by the school in accordance with published JCQ deadlines.

7. Normal Way of Working

- 7.1 Examination access arrangements will only be approved where they reflect a pupil's established and evidenced normal way of working within ArtsEd.
- 7.2 Evidence may include:
- classroom practice;
 - internal assessments;
 - mock examinations;
 - support plans;
 - teacher feedback;
 - records maintained by the Learning Development Department.
- 7.3 Where a pupil consistently chooses not to use an approved arrangement, the arrangement may be reviewed and, where appropriate, withdrawn.

8. Temporary Arrangements and Special Consideration

- 8.1 ArtsEd recognises that temporary injuries, illness or unforeseen circumstances can affect examination performance.
- 8.2 Where appropriate, temporary access arrangements or applications for special consideration will be made in accordance with current JCQ regulations and awarding body guidance.
- 8.3 Supporting evidence may be required.

9. Private Specialist Reports

- 9.1 Parents/carers may submit reports from privately commissioned specialists. Such reports will be considered alongside school-based evidence, teacher feedback, internal assessment data and any additional assessment required under current JCQ regulations.
- 9.2 An external report or diagnosis alone does not automatically confer entitlement to examination access arrangements. Any arrangement must meet current JCQ requirements and reflect the pupil's normal way of working within ArtsEd.

10. Complaints

- 10.1 Where parents/carers or pupils have concerns regarding decisions relating to examination access arrangements, they should contact the Head of Learning Development/SENDCo in the first instance. Concerns will be reviewed in accordance with JCQ regulations and school procedures.
- 10.2 Formal complaints should be raised through the school's Complaints Policy

11. Communication

- 11.1 Where examination access arrangements are approved:
- pupils will be informed of the arrangements;
 - parents/carers will be notified where appropriate;
 - relevant teaching staff will be informed;
 - the Examinations Officer will maintain accurate examination records;
 - arrangements will be implemented consistently in assessments and examinations.
- 11.2 Information will be shared on a need-to-know basis and in accordance with data protection requirements.

12. Record Keeping

- 12.1 The Learning Development Department and Examinations Officer will maintain records relating to examination access arrangements in accordance with:
- JCQ requirements;
 - the Data Protection Act 2018;
 - UK GDPR;
 - the school's Data Protection and Records Retention Policies.
- 12.2 Records will be stored securely and retained for the period required by regulatory and statutory guidance.

13. Roles and Responsibilities

13.1 Head of Learning Development / SENDCo

Responsible for:

- overseeing access arrangements processes;
- ensuring compliance with JCQ regulations;
- coordinating assessments and evidence collection;
- liaising with pupils, families and staff.

13.2 Examinations Officer

Responsible for:

- processing applications;
- maintaining examination records;
- implementing approved arrangements;
- administering special consideration applications where appropriate.

13.3 Teaching Staff

Responsible for:

- identifying potential needs;
- providing evidence of normal way of working;
- implementing approved arrangements in classroom assessments.

13.4 Pupils

Responsible for:

- engaging with agreed arrangements;
- communicating any concerns relating to examination access.

14. Monitoring and Review

14.1 The effectiveness of examination access arrangements will be monitored through:

- pupil progress and attainment outcomes;
- feedback from pupils and staff;
- review of examination arrangements;
- annual review of JCQ regulations.

14.2 This policy will be reviewed annually or sooner if required by changes to legislation, regulatory guidance or JCQ requirements.

14.3 Key Contacts

- Head of Learning Development & SENDCo
Jane Louis-Wood
- Learning Development Teacher & Deputy DSL
Leigh Brennan
- Examinations Officer
Sheena Desai/Chris Buckley-Reynolds