

Access Arrangement and Normal Way of Working Policy

Date reviewed:	November 2025	
Approved by:	LGB	TBC
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For Office Use Only:

Policy Version: 1.0

To make changes to this policy, please
email admin@lincolnshiregateway.co.uk.



Lincolnshire Gateway
Academies Trust

1. Policy Statement

Kirton Academy is committed to ensuring that all candidates are provided with equal access to assessment and examination opportunities. Access arrangements are approved adjustments for candidates who have specific needs or disabilities, and whose ability to demonstrate their attainment would otherwise be compromised.

These arrangements must reflect the candidate's *normal way of working* within the school and must not confer an unfair advantage. This policy outlines how Kirton Academy identifies, implements, and monitors access arrangements in accordance with the **Joint Council for Qualifications (JCQ)** regulations.

2. Purpose

The purpose of this policy is to:

- Ensure compliance with the JCQ *Access Arrangements and Reasonable Adjustments* regulations (current edition).
- Establish clear procedures for identifying and implementing access arrangements for students with additional needs.
- Define what constitutes a candidate's *normal way of working* and how this is evidenced.
- Promote fairness, inclusion, and consistency across all assessments and examinations.

3. Scope

This policy applies to:

- All students undertaking internal or external assessments at Kirton Academy.
- All staff involved in teaching, assessing, or supporting students who may require access arrangements.
- All external examinations conducted under the regulations of JCQ and relevant awarding bodies.

4. Regulatory Framework

This policy operates in accordance with:

- JCQ *Access Arrangements and Reasonable Adjustments* (latest edition).
- *Equality Act 2010*.
- *SEND Code of Practice (2015)*.
- Kirton Academy's *SEND Policy* and *Examinations Policy*.

5. Definition of Access Arrangements

Access arrangements are agreed adjustments made before an assessment to enable a candidate with particular needs to access the assessment without changing the demands of the assessment. Examples include, but are not limited to:

- Use of a word processor
- Extra time
- Rest breaks
- Reader or computer reader
- Scribe
- Modified papers (e.g. large print, Braille)
- Prompter or practical assistant

Access arrangements are considered reasonable adjustments under the *Equality Act 2010* and are implemented to remove barriers to assessment while maintaining the integrity of the examination.

6. Definition of Normal Way of Working

A candidate's *normal way of working* refers to the consistent use of specific arrangements, strategies, or support mechanisms in their day-to-day classroom practice and internal assessments.

An arrangement is considered a normal way of working when it:

- Is used regularly in lessons and internal tests.
- Is supported by evidence from teaching staff.
- Is appropriate to the candidate's individual needs.
- Has not been introduced solely for examination purposes.

7. Identification and Assessment Process

The identification and approval of access arrangements will follow these stages:

1. Referral and Observation

2.

- Teachers and support staff may refer students to the **SENCO / Head of Centre** if there is evidence that a candidate experiences difficulty accessing written or timed assessments.
- Classroom observations and evidence of need are collected.

3. Assessment

4.

- Where appropriate, candidates will be formally assessed by a **qualified specialist assessor** in accordance with JCQ requirements (for example, for extra time, reader, or scribe).

5. Evidence Collection

- The SENCO / Head of Centre will collect and retain teacher comments, classwork samples, and relevant documentation supporting the candidate's needs.

6. Decision and Approval

- The SENCO, in consultation with the Examinations Officer, will determine eligibility based on JCQ criteria.
- Approved arrangements for external examinations will be applied for via the JCQ Access Arrangements Online (AAO) system.

7. Communication

- All approved arrangements will be communicated to the student, parents/carers, and relevant teaching staff.
- Students will have opportunities to practise using the arrangement in lessons and mock examinations.

8. Implementation and Monitoring

- Access arrangements must be used regularly in class and during internal assessments before being approved for external examinations.
- The SENCO and teaching staff will monitor each arrangement to ensure it remains appropriate and effective.
- Arrangements may be reviewed or withdrawn if the candidate's needs change or if the arrangement no longer reflects their normal way of working.

9. Roles and Responsibilities

Role	Responsibility
SENCO / Head of Centre	Oversees the identification, assessment, and implementation of access arrangements; ensures compliance with JCQ regulations; maintains records.
Examinations Officer	Manages JCQ applications, ensures secure implementation in exams, and liaises with awarding bodies.
Teachers	Provide classroom evidence, identify potential needs, and support the consistent use of approved arrangements.
Students	Use approved arrangements responsibly and consistently as part of their learning and assessments.
Parents/Carers	Provide relevant background information and support the school's implementation of access arrangements.

10. Record Keeping

The SENCO / Head of Centre will maintain accurate records of:

- Assessment reports and evidence of need.
- JCQ approvals and documentation.
- Details of arrangements granted.
- Records of the student's normal way of working.

Records will be held securely and in compliance with the school's **Data Protection Policy** and **GDPR** requirements.

11. Review and Evaluation

This policy will be reviewed **annually** or earlier if changes are made to JCQ regulations or legislation.

The review will be undertaken by the SENCO / Head of Centre and Examinations Officer, with approval from the Senior Leadership Team (SLT).

12. Communication

This policy will be published on the school website and made available to staff, students, and parents/carers.

Relevant staff will receive training and updates to ensure understanding and consistent application of JCQ guidelines.