



Prince Albert HIGH SCHOOL



Access Arrangements Policy

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Purpose

The purpose of this policy is to confirm that Prince Albert High 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... '[JCQ General Regulations for Approved Centres, (section 5.4)]. This publication is further referred to in this policy as GR. Prince Albert High School also has a written process in place to not only check the qualifications(s) of its assessor(s) but that the correct procedures are followed from the JCQ publication Access Arrangements and Reasonable Adjustments (GR 5.4). This policy should be read in conjunction with the school's Special Educational Need and Disability (SEND) policy, this sets out the procedures for identifying SEND and making an evaluation provision for pupils with SEND.

What are access arrangements and reasonable adjustments?

Access arrangements

Access arrangements are agreed before an 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. (Access Arrangement definitions, page 7).

Access Arrangements can be:

- Extra Time
- Reader / computer reader
- A scribe / voice activated software
- Oral Language modifier
- Practical Assistant
- Read aloud
- Word processor
- A prompter
- Coloured Overlays
- Supervised rest breaks - duration and number arranged prior to the exam.
- Coloured / enlarged / modified papers

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; 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'. (Access Arrangement definitions, page 7).

Definition of disability: Section 6 of the Equality act defines disability as 'physical or mental impairment which has a substantial and long-term adverse effect on some one's ability to carry out normal day to day activities'.

General Principles

The general principles of access arrangements for Prince Albert High School to consider are detailed in Access Arrangements (section 4.2). These include:

- The purpose of an access arrangement 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 a disabled candidate.
- The SENDCO, or an equivalent member of staff, must ensure that the proposed access arrangement does not disadvantage or advantage the candidate.
- Although access arrangements are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question.
- Candidates may not require the same access arrangements in each specification. Subjects and their methods of assessment may vary, leading to different demands of the candidate. The need for access arrangements must be considered on a subject-by-subject basis.
- Exam access 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 appropriate opportunities to practise using the access arrangement(s) before his/her first examination.
- The Head of Centre/Senior Leadership Team recognise their duties towards disabled candidates, ensuring compliance with all aspects of the Equality Act 2010, particularly Section 20 (7). This must include a duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments, and make reasonable adjustments to the service the Centre provides to disabled candidates. Where the Centre is under a duty to make a reasonable adjustment, the Centre must not charge a disabled candidate any additional fee in relation to the adjustment or aid.

The Assessment Process

Assessments are carried out by an assessor appointed by the head of centre. The assessor is appropriately qualified as required by JCQ regulations in Access Arrangements 7.3.

The qualification(s) of the current assessor

Prince Albert High School currently commissions an assessor – Ms Sally Gray who holds the Certificate of Competence in Educational Testing and Assessing for Access Arrangements (CPT3A) and has an Assessment Practicing Certificate (ATS) No. 0623/147. This qualification and membership can be viewed on request.

Reporting the appointment of the assessor

Evidence that the assessor is suitably qualified is held on file for inspection purposes.

When requested, the evidence will be presented to the JCQ Centre Inspector by the Exams Officer.

How the assessment process is administered

- The assessment process is led by the Trust Strategic Lead Practitioner for Inclusion and the centre's Lead Practitioner for Inclusion

- The assessment process begins with initial information from primary school around the needs and requirements of certain students. Where students join the School mid-term, information provided by the previous school is used. An initial whole year CAT assessment is carried out in the Autumn term with Year 7 students to determine whether provision needs to be made throughout School. Necessary interventions are implemented for relevant students with ongoing monitoring and assessment.
- There is a great deal of collaboration between the Strategic Leader for Inclusion/Lead Practitioner for Inclusion, Inclusion staff and teachers in order to ensure that a detailed picture of students can be formed. There is also an ongoing official assessment process throughout each academic year, which consists of referral from class teachers, parents/carers, self-referral, other School support staff and external professionals.
- The Strategic Leader for Inclusion/Lead Practitioner for Inclusion will decide which students should be assessed for access arrangements and will book assessment dates. The assessor carries out confidential testing on a one-to-one basis with the candidate. The results of this will form the basis of an access arrangement application.
- Guidelines for the assessment of the candidate's learning difficulties by an assessor will be followed and Form 8 – JCQ/AA/LD, Profile of Learning Difficulties will be completed. (AA 7.5 & 7.6)
- Arrangements must be made for the candidate to be assessed by an assessor (AA 7.5.1)
- Assessors must personally conduct the assessments. They must not sign off assessments carried out by another professional. (AA 7.5.5)
- The assessor must carry out tests which are relevant to support the application. (AA 7.5.6)
- A privately commissioned assessment carried out without prior consultation with the centre cannot be used to award access arrangements and cannot be used to process an application using Access arrangements online. (AA 7.3.6)
- The SENDCo will carefully consider a privately commissioned assessment to see whether the process of gathering a picture of need, demonstrating normal way of working within the centre and ultimately assessing the candidate themselves should be instigated. (AA 7.3.6)

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

Prince Albert High School confirms:

- Before the candidate's assessment, the SENDCO gathers a picture of need as required by Part 1 of the Form 8.
- All candidates must be assessed in light of the picture of need and the background information as detailed within Part 1 of Form 8.
- Teaching staff are asked to provide examples of candidates' work to demonstrate the need that has led to the application of an access arrangement being made. This work is used by the SENDCo when writing Part 1 of the Form 8.
- Since the application requires evidence of need, the Centre will hold evidence in its files that can be inspected at short notice. This can include:
 - Educational psychology reports.
 - Speech Therapist reports.
 - Occupational Therapist reports.
 - Letters from outside agencies such as hospitals, doctors and CAMHS (Children and Adolescent Mental Health Service).
 - Reports from Hearing Impairment (HI) and Visual Impairment (VI) advisory teachers.

- Copies of Education Health and Care Plans (EHCP).
- Permission from the exam board for the arrangements.
- A signed copy of Form 8 report by the Academy's designated assessor / tester.

Joint Council for qualifications (JCQ) deadlines are fully adhered to.

Processing Access Arrangements and adjustments

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 Access arrangements (chapter 8) **Processing applications for access arrangements** 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. The Trust Strategic Leader for Inclusion/Lead Practitioner for Inclusion along with the Exams Officer applies for AAO and abides by the deadlines set for each examination series.

Access arrangements may for example include: supervised rest breaks, extra time, reader, scribe, word processor, oral language modifier and prompter.

The SENDCo must keep detailed records for inspection purposes, whether electronically or in hard copy paper format, of all the essential information on file. This includes a copy of the candidate's approved application; appropriate evidence of need (where required) and evidence of the assessor's qualification (where required). (AARA, Section 8.6) In addition, additional evidence as detailed below may also be provided:

- Form 8 reports from specialist teachers carrying out exam access assessments / tests.
- Previous exam access arrangements from another school.
- Subject teachers – examples of work as appropriate and support given in class or evidence from tests or mock exams.
- Results from baseline assessments such as reading ages or writing tests.
- Medical reports outlining significant medical needs and disability.
- An Educational Psychology report which explicitly diagnoses the need for exam access arrangements.
- A Speech therapy report which diagnoses Developmental Language Disorder.

When granted access arrangements are valid for 26 months.

Centre-delegated access arrangements

Centre-delegated arrangements/adjustments are decided in collaboration with the Inclusion Department and the Senior Leadership Team. They are recorded by the Trust Strategic Leader for Inclusion/Lead Practitioner for Inclusion and the Examinations Officer, and recognised as a reasonable adjustment.

Examination Access Arrangements are designed for candidates with the required knowledge, skills and understanding, who are unable to demonstrate these in an assessment or examination in its normal format due to a disability or difficulty. These arrangements are designed to enable all candidate's equal opportunity to access examinations and assessments. Examination Access Arrangements should replicate the normal way of working, for which there is evidence of need, unless such arrangements would affect the integrity of the assessment. The Equality Act 2010 insists that an Awarding Body makes reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a significant disadvantage in comparison to someone, who is not disabled. JCQ

guidance indicates that Examination Access Arrangements should be initiated by the Centre and not by an external body to the Centre.

The centre delegated Examination Access Arrangements available are:

- Supervised rest breaks (these have to be considered before extra time);
- Separate room;
- Read aloud;
- Reading pen;
- Word processor;
- Prompter;
- Modified papers;
- Overlays;
- Live speaker for pre-recorded examination components;
- Alternative venues for the administration of examinations;
- Bilingual translation dictionaries.

A reasonable adjustment may be exclusive to an individual and may not be included in the list of available access arrangements. All of the above Examination Access Arrangements have to be a student's normal way of working, with evidence provided. The Trust Strategic Leader for Inclusion/Lead Practitioner for Inclusion and the Examinations Officer determine and manage all Examination Access Arrangements.

Centre-Specific Criteria for Particular Arrangements/Adjustments

Word Processor Policy in exams (Appendix 1)

An exam candidate may be approved the use of a word processor where this is appropriate to the candidate's needs and not simply because this is the candidate's preferred way of working within the centre. The word processor policy (appendix 1) sets out the criteria Prince Albert High School uses to award and allocate word processors in exams and assessments.

Alternative rooming Policy (Appendix 2)

A decision where an examination candidate may be approved alternative rooming arrangements, for example, a room for a smaller group of candidates with similar needs (formerly known as separate invigilation) is made by the Trust Strategic Leader for Inclusion/Lead Practitioner for Inclusion. The decision is 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 (AARA, Section 5.16).

In the case of alternative rooming arrangements, the candidate's disability is established within the Centre (see AARA Chapter 4, Section 4.1.4). It is known to a Form Tutor, a Head of Year, the Trust Strategic Leader for Inclusion/Lead Practitioner for Inclusion or a senior member of staff with pastoral responsibilities. For example, a long-term medical condition, which has a substantial and adverse effect.

Alternative rooming arrangements must reflect the candidate's normal and current way of working in internal school tests and mock examinations.

Nervousness, low level anxiety or being worried about examinations is not sufficient grounds for separate invigilation within the Centre. (AARA, Section 5.16)

The Alternative rooming arrangements Policy set out in appendix 2 details the criteria Prince Albert High School uses to award alternative rooming arrangements, e.g. a room for a smaller group of candidates with similar needs or 1:1 invigilation.

Provision of a reader/computer reader

The provision of a reader/computer reader must be applied for via Access Arrangements online and must be the normal way of working for the pupil.

At Prince Albert High School, any pupil with a reading age of below 10 years in year 9 as assessed through NGRT will be assessed using a single word reading test to give a standardised score. Students with a standardised score below

84 will be judged as needing a reader in examinations in order to help them achieve their full potential. This is called a reasonable adjustment.

Students will be taught to use a computer reader where possible as this is the best way for students to access the adjustment independently. A human reader is not allowed to be used in the English Language GCSE examinations but a computer reader is. There may be some issues around using the computer reader for GCSE maths examinations - in the event that this is the case then alternative arrangements will be made to ensure that students are not disadvantaged.

Modified papers

- Modified papers are ordered through AAO.
- Modified papers must be ordered in advance of a specific examination series, no later than the published deadline for the series concerned (AA 6.1).
- Modified papers are individually prepared for candidates for whom other access arrangements are unsuitable. The modification of papers involves additional resources. Therefore, centres are required to provide the awarding bodies with early notification that a candidate will require a modified paper. (AA 6.1)
- Modified papers must not be ordered for candidates unless they intend to enter them for the relevant examination series (Access arrangements 6.1)
- For the adjustment to be effective, the candidate must have had appropriate opportunities to practice using an awarding body's past modified papers before his / her first examination (AA 6.1)

Roles and responsibilities

When an access arrangement has been processed online and approved, the evidence of need (where required) must be made available to a JCQ Centre Inspector upon request. An awarding body may also request evidence of need when considered necessary. This can either be in hard copy paper format or electronically. (AA 4.2.13) Where access arrangements documentation is stored electronically an e-folder for each individual candidate must be created. The candidate's e-folder must hold each of the required documents for inspection. (AA 4.2.13)

It is the responsibility of:

- Trust Strategic Leader for Inclusion/Lead Practitioner for Inclusion or Exams Officer to submit applications for approval through AAO.
- Trust Strategic Leader for Inclusion/Lead Practitioner for Inclusion to hold the file / e-folder for each individual candidate containing a copy of the candidate's approved application and appropriate evidence of need (where required)
- Trust Strategic Leader for Inclusion/Lead Practitioner for Inclusion or Exams Officer to submit applications for approval directly to an awarding body for any qualification that does not fall within the scope of AAO
- Lead Practitioner for Inclusion/ Senior Leadership Team to inform candidates that their information will be shared with the awarding bodies to request access arrangements.
- Lead Practitioner for Inclusion/ Senior Leadership Team to inform parents of the access arrangements that are available to their child.
- Exams Officer to order modified papers or create papers on coloured paper

Review

This policy will be reviewed annually, or more regularly in the light of any significant new developments or in response to changes in guidance.

Appendix One - Word Processor Policy

Abbreviations:

This policy is reviewed and updated annually on the publication of updated JCQ regulations and guidance on access arrangements and instructions for conducting exams.

References in this policy to AA and ICE relate to/are directly taken from the Access Arrangements and Reasonable Adjustments 2025-2026 (<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/>) and Instructions for Conducting Examinations 2025-2026 (<https://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations/>) publications.

Introduction

The use of a word processor in exams and assessments is an available access arrangement. (AA 4.2.1)

The purpose of an access arrangement 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 as a consequence of persistent and significant difficulties.

The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate. (AA 4.2.2)

Although access arrangements are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question. (AA 4.2.3)

Candidates may not require the same access arrangements in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. Trust Strategic Leader for Inclusion/Lead Practitioner for Inclusions must consider the need for access arrangements on a subject-by-subject basis. (AA 4.2.1)

Trust Strategic Leader for Inclusion/Lead Practitioner for Inclusion must ensure that the proposed access arrangement does not disadvantage **or** advantage a candidate. (AA 4.2.7)

The candidate must have had appropriate opportunities to practice using the access arrangement(s) before their first examination.

Purpose of the policy

This policy details how Prince Albert High School complies with AA (Chapter 4) Adjustments for candidates with disabilities and learning difficulties, (section 5.8) Word processor and ICE (sections 14.20-27) when awarding and allocating a candidate the use of word processor in examinations.

The term 'word processor' is used to describe for example, the use of a computer, laptop or tablet.

The use of a word processor

The centre will:

- Allocate the use of a word processor to a candidate with the spelling and grammar check/predictive text disabled (switched off) where it is their normal way of working within the centre (AA 5.8.1)
- Award the use of a word processor to a candidate if it is appropriate to their needs. Needs may include:
 - a learning difficulty which has a substantial and long-term adverse effect on his/her ability to write legibly

- a medical condition
- a physical disability
- a sensory impairment
- planning and organisational problems when writing by hand
- poor handwriting
- Prince Albert High School will only permit the use of a word processor where the integrity of the assessment can be maintained (AA 4.2.1). They will not grant the use of a word processor where it will compromise the assessment objectives of the specification in question (AA 4.2.2). They will consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification (AA 4.2.3)
- Prince Albert High School will consider the needs of the candidate at the start of the candidate's course leading to a qualification based on evidence gathered that firmly establishes the candidate's needs and 'normal way of working' in the classroom, internal tests/exams, mock exams etc. and confirm arrangements in place before the candidate takes an exam or assessment (AA 4.2.4)
- Prince Albert High School will provide access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification (AA 5.8.2)

The centre will not:

- Simply grant the use of a word processor to a candidate because they prefer to type rather than write or can work faster on a keyboard, or because they use a laptop at home (AA 5.8.4)

Exceptions:

The only exceptions to the above where the use of a word processor would be considered for a candidate would be:

- in the event 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 start of the course (AA 4.2.4)
- where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates (AA 5.8.4)

Centre specific processes

For those learners where a laptop or tablet is routinely used both in school and at home, typing and writing speeds have been checked. Where handwriting is illegible and / or a writing speed below a standardised score of 85 is identified, alternative methods of recording including the use of a laptop or tablet will be considered and an application made. The use of a laptop or tablet is not granted across the board in all exams and the need for a laptop or tablet may change over time.

Arrangements at the time of the assessment for the use of a word processor

A candidate using a word processor may be accommodated in a separate room, which may include several candidates using a word processor. Alternatively, they may be placed at the back of the main exam hall.

In compliance with the regulations, the centre will:

- provide a word processor with the spelling and grammar check facility/predictive text disabled (switched off) unless an awarding body's specification says otherwise (ICE 14.20)

- check the battery capacity of the word processor before the candidate's exam to ensure that the battery is sufficiently charged for the entire duration of the exam (Where a candidate is to be seated with the main cohort without the use of a power point) (ICE 14.21)
- ensure the candidate is reminded to make sure their centre number, candidate number and the unit/component code appear on each page as a header or footer e.g., 12345/8001 – 6391/01 (ICE 14.22)
- ensure the candidate understands that each page of the typed script must be numbered, e.g., page 1 of 6 (ICE 14.23)
- ensure the candidate is reminded to save their work at regular intervals. (or where possible, an IT technician will set up 'autosave' on each laptop / tablet)
- instruct the candidate to use a minimum of 12pt font and double spacing in order to make marking easier for examiners (ICE 14.24)

The centre will ensure the word processor:
(ICE 14.25)

- is only used in a way that ensures a candidate's script is produced under secure conditions
- is not used to perform skills which are being assessed
- is not connected to an intranet or any other means of communication
- is in good working order at the time of the exam
- is accommodated in such a way that other candidates are not disturbed and cannot read the screen
- is used as a typewriter, not as a database, although standard formatting software is acceptable and is not connected to an intranet or any other means of communication
- is cleared of any previously stored data
- does not give the candidate access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc.
- does not include graphic packages or computer aided design software unless permission has been given to use these
- does not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe or is using speech recognition technology (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking
- does not include speech recognition technology unless the candidate has permission to use a scribe or relevant software
- is not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

Portable storage medium

- The centre will ensure that any portable storage medium (e.g., a memory stick) used is provided by the centre
- is cleared of any previously stored data

Printing the script after the exam is over

The centre will ensure:

- the word processor is either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- the candidate is present to verify that the work printed is his or their own
- a word-processed script is attached to any answer booklet which contains some of the answers
- where an awarding body requires a cover sheet to be completed this is included with the candidate's typed script (according to the relevant awarding body's instructions)

The use of word processors at Prince Albert High School for examinations

The 'normal way of working' for exam candidates, as directed by the head of centre, is that candidates handwrite their exams unless the exam is an online assessment. An exception to this is where a candidate may have an approved access arrangement in place, for example the use of a scribe / speech recognition technology.

There are also exceptions where a candidate may be awarded/allocated the use of a word processor in exams where the candidate has a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates.

Students at the school who have:

- a learning difficulty which has a substantial and long-term adverse effect on his / her ability to write legibly
- a medical condition
- a physical disability
- a sensory impairment
- planning and organisational difficulties when writing by hand
- poor handwriting.

Students may be permitted to use a word processor for assessment purposes, where this means of recording information is their recognised normal way of working.

Where a student's WPM for both typing and handwriting is low, it may be appropriate to consider use of a scribe rather than a word processor

Where a word processor is deemed the most appropriate means of recording information and where the student fulfils the criterion identified above, consideration would be made as to whether a word processor was appropriate for each subject on a case-by-case basis.

Where a student has an injury at the time of an exam which impedes the student's ability to handwrite information, it may be appropriate to approve temporary use of a word processor for that candidate.

The only exception to the above where the use of a word processor may be considered for a candidate would be:

- on a temporary basis as a consequence of a temporary injury at the time of the assessment
- where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates.

A word processor **would not be appropriate** for a student under the following circumstances:

- a student types faster than they handwrite, and the student's handwriting is legible and comprehensible
- a student prefers to type and uses a word processor in lessons as their preferred method of recording information, although their writing is legible and comprehensible
- a student writes faster than they type and their written work is legible and comprehensible, irrespective of personal preference.
- Use of a word processor is not standard practice for a student (unless there has been a physical injury prior to the exam season which impedes a student's ability to handwrite responses).

All students who use a word processor will be provided with an appropriate exam compliant device by the IT department in liaison with the Trust Strategic Leader for Inclusion/Lead Practitioner for Inclusion and the Exams Officer. In exceptional circumstances where the number of appropriate word processors may be insufficient for the cohort of candidates approved to use them in an exam session, the cohort will be split into two groups. One group will sit the exam earlier than or later than the awarding body's published start time. The security of the exam will be maintained at all times and candidates will be supervised in line with section 7 of Instructions for Conducting Exams.

Appendix 2 – Alternative rooming policy

Introduction

Accessing the examinations within alternative rooms to the main exam hall within the centre is an available access arrangement as defined in the JCQ regulations. This is an arrangement where a candidate with an established difficulty may be eligible to take an examination accommodated in another room separate to the main cohort.

Alternative rooming is determined by the Lead Practitioner for Inclusion, in conjunction with SLT, relevant teaching staff and the exams officer. On page 80-82 of JCQ's Access Arrangements and Reasonable Adjustments publication 2025-26, it is clearly states that the centre must make its decision 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. This would include alternative rooming during mock examinations, internal school tests and/or high-level

GCSE controlled assessments. Where a candidate simply panics on the day of an examination or becomes anxious, then he / she should indeed be seated more appropriately within the main examination hall, [See AA 5.16].

Purpose of the policy

The alternative rooming policy details the criteria when this arrangement may be considered and granted for a candidate at Prince Albert High School in compliance with the regulations.

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 (Access Arrangement 5.16)

For example, in the case of alternative rooming, the candidate's difficulties are established within the centre (see Chapter 4, paragraph 4.1.4) and known to a Form Tutor, teacher, the SENDCO or a senior member of staff with pastoral responsibilities.

Alternative rooming reflects the candidate's normal way of working in internal school tests and mock examinations as a consequence of a long-term medical condition or long-term social, mental or emotional needs. (AA 5.16)

Decisions on the awarding of the arrangement

At Prince Albert High School, decisions on the awarding of the arrangement are made by the Lead Practitioner for Inclusion and SLT. Any case that does not fall clearly under any of these categories will be looked at individually and all final decisions will be made by the Lead Practitioner for Inclusion and SLT.

No special seating arrangements should be put into place unless agreed by the Lead Practitioner for Inclusion and SLT so that there is a full audit trail going forward to external exams.

Decisions are based on:

- Whether the candidate has a substantial and long-term impairment which has an adverse effect (AA 5.16) The candidate's normal way of working within the centre (AA 5.16)
- Ensuring the proposed arrangement does not disadvantage or advantage the candidate (AA 4.2.1)

Criteria for the awarding of the arrangement

Alternative rooming will be considered where the arrangement would prevent a candidate from being placed at a substantial disadvantage and where the following conditions are met:

- The candidate has an established difficulty as defined in section 5.16 of the JCQ's Access Arrangements and Reasonable Adjustments publication (ICE 14.18)
- The candidate has a long-term medical condition or long term social, mental or emotional need (AA 5.16)
- The candidate's difficulties are established within the centre and known to relevant staff or a senior member of staff with pastoral responsibilities (AA 5.16)
- Alternative rooming reflects the candidate's normal way of working in internal tests and mock examinations because of a long-term medical condition or long term social, mental or emotional needs (AA 5.16)
- Any student who has an extenuating circumstance that occurs in the lead up to, or during, the exam period that is likely to impact on their usual exam performance, will be considered under the usual 'special considerations' arrangements by JCQ, evidence collected and the exam board advised if JCQ criteria are met. Seating arrangements may also be varied at the last minute on these occasions and in consultation with the student.

- Where a candidate is subject to alternative rooming within the centre, the regulations and guidance within the JCQ publication Instructions for conducting examinations will be adhered to, particularly in relation to accommodation and invigilation arrangements (ICE 14.18)

Any case that does not fall clearly under any of these categories will be looked at individually and all final decisions will be made by SLT.

Formatting a Policy

Please only use the font Arial and formatting below when writing a policy.