



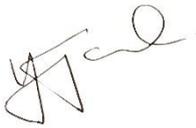
Bromley Adult Education College

Access Arrangements Policy

2024-25

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Centre Number	14207
Policy Reviewed on	26/02/2025
Head of Centre signature (Yvonne Tomlin Miller)	
Qualifications Officer signature (Veronica Hughes)	
Date of next review	01/09/2025

Access arrangements

Access arrangements allow learners with specific needs, such as special educational needs, learning difficulties, 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 learner 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'.

Bromley Adult Education College ensures that learners with significant learning difficulties and/or disability receive appropriate support for their course and examination and have the relevant access to assessment. All learners should have access to assessment that gives them the best opportunity to evidence their skills and knowledge.

To ensure that BAEC neither confers unfair advantage, nor allows learners with significant need to be disadvantaged in their studies, in determining whether a learner requires additional support to access their course and exams, we use the guidance provided and updated annually by The Joint Council for Qualifications (JCQ) Booklet '**Access Arrangements and Reasonable Adjustments 24-25**' This is available from the link below: [JCQ Access Arrangements and Reasonable Adjustments 2024-25](#)

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a learner, 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. Section 96 (s6) of the Equality Act 2010 defines disability as a 'physical or mental impairment which has a substantial and long term adverse effect on someone's ability to carry out normal day to day activities'.

Access to assessment arrangements are made on the principle of 'reasonable adjustments'. A reasonable adjustment may well be unique to an individual. Any reasonable adjustment must also reflect the normal way of working in class. Access arrangements must not give the learner an advantage over other learners undertaking the same or similar assessment/exam.

Responsibilities

The head of centre/senior management team will:

- Recognise its duties towards disabled candidates ensuring compliance with all aspects of the Equality Act 2010
- Ensure that applications for reasonable adjustments are processed and reasonable adjustments put in place
- Ensure that candidate requiring an assessment of needs are only assessed by an appropriately qualified assessor as appointed by the head of centre
- Ensure that the centre appointed qualified assessor has a relevant qualification(s) as detailed in AA 7.3.3/4 and evidence of the assessor's qualification(s) are obtained and held on file for inspection
- Ensure that there is a signed Agreement between the Centre and Assessor

The qualifications officer/SENCo will:

- Arrange for candidates to be assessed by the centre appointed assessor
- Ensure that before a candidate is assessed, the assessor receives Part 1 of Form 8
- Ensure completed Form 8s are submitted by the published deadlines
- Hold on file appropriate documentary evidence of any access arrangements or reasonable adjustments, including any evidence, AAO approval and a signed candidate data protection notice
- Ensure the above are available for inspection
- Ensure that modified paper requests are submitted by the published deadlines
- Ensure that any access arrangements and reasonable adjustments for GCSE and Pearson Functional Skills qualifications are in line with [JCQ Access Arrangements and Reasonable Adjustments 2024-25](#)
- Ensure that other awarding bodies are consulted as required for candidates requesting access arrangements or reasonable adjustments for qualifications not covered by JCQ

The process

At point of admission to any BAEC course, as part of our standard enrolment process, we ask that a learner indicates any history of, or current, learning difficulties or disability for which support may be needed during the study period at BAEC.

Identifying learners as having a need for access arrangements or reasonable adjustments

BAEC learners may declare a history of and/or documented evidence of need on enrolment. Learners who do not declare a need on enrolment will be able to request a need for access arrangements or reasonable adjustments when they complete a qualification registration form at the beginning of a course.

Any information received is shared with tutors and used to inform teaching practice throughout the study period.

In some circumstances BAEC Tutors may suspect that a learner has a learning difficulty or other disability that has not been diagnosed or disclosed, for example:

- A learner is consistently significantly slower than his/her peers during classroom work
- A learner is having significant difficulties in reading, writing and/or understanding tasks
- A learner has a physical or mental impairment that affects their ability to complete tasks

In these circumstances, the tutor should speak with the learner to ascertain whether there is any history of difficulty and discuss what adjustments or support the learner had in the past, or might require e.g. extra time to complete tasks, reading support for task instructions, handouts on coloured paper, overlays, etc. The tutor should work with the learner to discover what assistance they might need and implement this as the learner's normal way of working in the classroom.

Following identification of need

After a learner has been identified as requiring reasonable adjustments as their normal way of working in the classroom, the following process will be followed:

- The qualifications officer will send the tutor a *Referral for Access Arrangements Form* (see Appendix A) to be completed
- The tutor should complete **Sections A and B**
- The learner should sign the **Section C - Data Protection Notice**
- The qualifications officer will gather any supporting documents/evidence required
- The qualifications officer will then complete the relevant sections of a Form 8 or Form 9, whichever is relevant
- If the learner requires an assessment, this will then be arranged with the BAEC appointed specialist assessor

- The qualifications officer will email the appointed specialist assessor a copy of the Form 8 with Part 1 completed (this document will be password protected)
- Following the assessment, the BAEC specialist assessor will prepare a report on his/her findings and make recommendations for arrangements for exams/assessments
- The BAEC specialist assessor will complete the relevant part 2 of Form 8 and email this to the qualifications officer (this document will be password protected)
- On receipt of the Form 8 the qualifications officer will complete Part 3 and apply for AARA using AAO (for GCSEs) or PAAO (for Pearson FS L1 and L2)
- For other awarding bodies the qualifications officer will refer to the awarding bodies AARA policy and follow their procedures for each individual case

Managing access arrangements

Once confirmation has been received from the awarding body that that access arrangement/reasonable adjustment has been agreed:

- The tutor and learner will receive a copy of the Specialist Assessor's report and they will be informed of the access arrangements relevant to the learner
- The Qualifications Officer will be responsible for ensuring that the relevant Access Arrangements are in place for any assessments/exams that the learner undertakes
- The Qualifications Officer will keep a record of access arrangements applied for and agreed for each candidate along with a copy of their completed Form 8/9

NB BAEC will not commission full diagnostic reports on all areas of needs but will restrict the specialist assessment to defining the need for appropriate support for the course being followed.

APPENDIX A

Referral Form for Access Arrangements and Reasonable Adjustments 2024 – 2025

Learner First Name		Learner Surname	
Course Title		Course No	
Awarding Body		Tutor	

This form should be used to request Access Arrangements/Reasonable Adjustments for a learner taking any of the following assessments/exams:

- Functional Skills English Level 1 or 2**
- Functional Skills Maths Level 1 or 2**
- GCSE English**
- GCSE Maths**

As much information as possible should be provided on the learner’s **normal way of working** in the classroom. The information provided will be used to decide whether the learner requires an assessment with the college appointed assessor, or can have an arrangement delegated by BAEC, or requires a modified paper.

Access Arrangements and Reasonable Adjustments are adjustments, approved in advance, for candidates in assessments/exams, based on the evidence of need. The arrangement(s)/adjustment(s) put in place **must** reflect the support given to the candidate in the classroom, which is commonly referred to as ‘**normal way of working**’.

Access arrangements are agreed **before** an assessment/exam. They allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries to access the assessment/exam and show what they know and can do without changing the demands of the assessment/exam. The intention behind an access arrangement is to meet the particular needs of an individual learner without affecting the integrity of the assessment/exam.

Reasonable adjustments which BAEC are required to make, are made where a learner, who is disabled as defined by the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. BAEC is required to take all reasonable steps to overcome that disadvantage.

These arrangements fall into distinct categories:

- arrangements that are delegated to the centre
- arrangements requiring awarding body approval
- modified papers

These are some of the most common arrangements (this list is not exhaustive):

- **Extra time:** The most frequent extra time approved is 25%. More time can be allocated to candidates with more ‘severe’ difficulties and disability on an individual case by case basis.
- **A reader:** Readers can be used for candidates who have visual impairments or a disability that affects their ability to read accurately themselves. In an exam that assesses reading ability a human reader is not allowed. In some cases, a computer reader will be allowed.
- **A scribe:** Scribes can be allocated to candidates who have a disability or injury that affects their ability to write legibly.
- **Modified papers:** These are papers which must be ordered well in advance of the exam in different sizes, fonts, colours, braille, or modified language.
- **Assistive technology:** If the candidate uses assistive technology as their normal way of working, they will be able to continue this for exams. Some of the most common requests are for word processors, exam reading pens, computer text readers, and voice processors.
- **Rest breaks:** Supervised rest breaks, these are not included in the extra time allowance.

Where a candidate has a significant and long-term impairment/learning difficulty and adjustments are being made in the classroom as the learner’s **normal way of working**, an assessment is required by BAEC’s appointed assessor. The assessor’s report must show scores that are below average for any adjustments to be applied for and approved by the relevant awarding body.

Section A - Normal Way of Working

Please provide details of the learner's 'normal way of working' in the classroom

Please use X

Normal Way of Working - Extra time

Requires extra time to complete assessments, tests and examinations due to learning difficulties/medical condition/other needs (please delete as appropriate)	
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Normal Way of Working - Reader

Uses a reading pen in the classroom	
Uses a computer reader in the classroom	
Reads aloud in class to understand text	
Uses a reader during assessments, tests and examinations	

Normal Way of Working - Scribe

Uses a scribe in the classroom	
Uses voice activated software in the classroom	

Normal Way of Working - Word Processor

Uses a word processor in class and this is their usual way of working	
Uses a word processor for extended periods of writing e.g. may not require a word processor for lessons concentrating on reading, but uses it for lessons concentrating on writing	

Normal Way of Working - Coloured Paper

Has handouts on coloured paper as their usual way of working in the classroom	
Uses coloured overlays in the classroom	

Normal Way of Working - Enlarged Handouts

Has handouts enlarged onto A3 paper	
Has handouts on A4 paper with an enlarged font size	

Normal Way of Working - Bilingual Dictionary

Uses a bilingual dictionary in class	
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Normal Way of Working - Rest Breaks

Has rest breaks in the classroom because of a medical condition/social, emotional and mental health needs/other reasons (please delete as appropriate)	
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<p>Other: Please provide further details on the learner's normal way of working and details about any other arrangement(s) that is/are the learner's normal way of working in the classroom. Please provide details of any medical condition/disability requiring specific arrangements.</p>	
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Section B

This section contributes to the JCQ Form 8 or Form 9. JCQ regulations require 'compelling evidence' – one line/sentence will NOT be accepted.

If an assessment is required, this cannot be arranged until this form is completed and returned.

Please refer to the additional notes on page 5 to assist in completing this section of the form.

If the learner's first language is not English, you must show that there are underlying difficulties in the first language. The candidate's difficulties must not be due to their limited acquisition of the English Language.

Please record this information under 'Other relevant information'.

Current difficulties in the classroom, tests and examinations

Detail the current difficulties to show how they have impacted on teaching and learning and performance in examinations/assessments. Summarise evidence of feedback from tutors and/or support staff.

Normal way of working

Detail the support and adjustments that are in place for the candidate in the classroom, tests, assessments and examinations.

Section B

For Candidates who require a computer reader/reader and/or supervised rest breaks, please complete the following:

What is the nature of the candidate's impairment?

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Confirm that:

- The use of a computer reader/reader and/or
- Supervised rest breaks

Reflect the candidate's normal and current way of working in the centre

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Exams Access Arrangements Request – Please use a X to indicate all that apply

Extra Time based on Processing Speed (This will be confirmed through an assessment)		Extra Time based on Medical Grounds (Medical evidence to be submitted)	
Reader/computer reader		Rest Breaks Required	
Reading pen		Scribe	
Modified Enlarged Papers		Braille Papers	
Coloured Paper (Specify colour required)		Other:	

Please ensure the candidate completes and signs the Personal Data Consent (pages 6-8) and is given the Privacy Notice (pages 9-12).

Completed by (name):		Signature:		Date:	
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Section B

Additional Support Notes For Completing Section B (Page 3)

Page 3 is to be completed and returned to the Qualifications Officer *before* the candidate is assessed by the external assessor.

Current Difficulties (page 3)

Within this section, evidence from tutor to be documented. For example, reference should be made to:

- Difficulties in sustaining focus, concentration etc. and completing work
- Understanding of tasks, concepts etc.
- Pace of tasks completed, any additional time given to completing tasks and exams
- Levels of individual performance compared to peers

Normal Way of Working (page 3)

Within this section, evidence from the tutor of the normal way of working is to be documented. For example, reference should be made to:

- All support/adjustments that are in place for the candidate in the classroom, during tests and examinations – e.g. colour of paper, typed notes provided, enlarged printouts provided, extra time given to complete tasks, rest breaks required, laptop/WP used in class, etc.
- If the candidate needs to read aloud, uses a reading pen, or prefers to have someone read to them
- State if the candidate uses a bi-lingual dictionary in the classroom
- State if the candidate has support from a CSA/volunteer in the classroom
- How any extra time is utilised by the candidate e.g. for additional reading time, proofreading work, editing written work
- State if the candidate uses a scribe
- Any other support/adjustments for physical disabilities/difficulties e.g. chair with arms, computer chair, large table, etc.

What is the nature of the Candidate's impairment (page 4)

This only needs to be completed for candidates who require a computer reader/reader and/or supervised rest breaks.

Confirm that the use of a computer reader/reader and/or supervised rest breaks reflect the candidate's normal and current way of working in the centre (page 4)

Provide details confirming that this is the normal and current way of working in the classroom.

If supervised rest breaks are given, please note length and duration of rest breaks.

Personal data consent from
examination candidate (aged 13 or
over):

Access arrangements online

Section C

Personal data consent from examination candidate (aged 13 or over): *Access arrangements online*

You are asked to complete this form as your SENCo has decided that access arrangements are required when you sit your examinations. (The term ‘access arrangements’ is explained in the Privacy Notice that should have been provided to you by your centre. If you have not received it, please ask your centre to provide it). As you are over 13 years of age you can sign this form yourself.

Centre name:	Bromley Adult Education College
Centre details:	Kentwood Centre
Centre’s address:	Kingsdale Road Penge SE20 7PR
Centre’s examinations Officer or SENCo:	Name: Veronica Hughes Job title: Qualifications Officer Email address: veronica.hughes@baec.ac.uk
Centre’s Data Protection Officer:	London Borough Bromley

* If your centre has not filled in the above for you, ask your centre to provide you with the required information.

Your full name:	
Your date of birth:	
Consent to using and sharing information about me, as described in the Privacy Notice:	YES / NO

Section C

1. I have received and read the Privacy Notice entitled 'Privacy Notice for examination candidate aged 13 or over: *Access arrangements online*'.
2. I agree to my centre applying for access arrangements on my behalf, for the purposes of the application.
3. My consent decision, about whether information about me can be used and shared (as described in the Privacy Notice) for the purposes of the access arrangements application, is stated in the table above.
4. If I have said 'YES' (i.e. given my consent), I know I have the right to withdraw my consent at any time, and I will tell the examinations officer or SENCo of my centre if I want to withdraw my consent.
5. I know that the Privacy Notice may change, and the centre must tell me about any new Privacy Notice. It is my responsibility to tell the examinations officer or SENCo of my centre, after I have been told about the new Privacy Notice, if I want to change my mind about my consent.
6. I know that if I do not give my consent, or if I withdraw it, the centre and/or the relevant awarding bodies might not be able to process access arrangements for me. I understand that if the application cannot be processed, access arrangements will not be granted.

My signature:

Dated:

Effective from 1 September 2022

**Privacy Notice for examination
candidate aged 13 or over:
*Access arrangements online***

Section C

Privacy Notice for examination candidate aged 13 or over: *Access arrangements online*

This Privacy Notice applies to the following **qualifications**:

- AQA Applied General qualifications;
- AQA Level 1, Level 2 and Level 3 Technical qualifications;
- Cambridge Nationals;
- Cambridge Technicals;
- OCR Level 3 Certificates;
- WJEC Welsh Baccalaureate Qualification (WBQ);
- WJEC Level 1 and Level 2 General qualifications;
- WJEC Level 1 and Level 2 Vocational qualifications; and
- WJEC Level 3 Applied qualifications from, respectively, AQA, OCR and WJEC.

FSMQ, GCE AS and A-level and GCSE qualifications from the following **awarding bodies**: AQA, CCEA, OCR, Pearson and WJEC, who are represented by **JCQ** (the Joint Council for Qualifications CIC).

This Privacy Notice is provided to you by your **centre**, which is the person or organisation (e.g. your school) who enters you for your examinations. It tells you how your personal information is used for processing online applications for access arrangements.

Access arrangements are pre-examination adjustments for candidates with learning difficulties and disabilities based on evidence of need and normal way of working. They take account of one or more of the following impairments when you take an examination: your learning difficulty, medical condition, physical disability and/or sensory impairment.

References in this Privacy Notice to the **Access arrangements online form** are references to the document '**Personal data consent from examination candidate (aged 13 or over): Access arrangements online**' that has been provided to you by your centre.

Section C

Your controller

Your centre is a controller of your personal information. The awarding bodies, including JCQ, will also be controllers when they receive or use your personal information.

A **controller** is someone who uses your personal information and decides the purposes for which it will be used, and the methods of use. The contact details for the centre are included in the *Access arrangements online* form. Contact details for the awarding bodies can be found at: <https://www.jcq.org.uk/contact-our-members/>.

Personal information

To apply online for access arrangements your centre must use your name, date of birth, candidate number, year group and the academic year(s) when you will take your examinations. They must also confirm what your impairment(s) is/are, and the difficulties that they cause you, as relevant to the request for access arrangements.

If the online application for access arrangements is rejected, your centre may refer the decision to each relevant awarding body to review. As part of this review, your centre will need to provide **detailed information** about your impairment(s), and the difficulties caused, to enable the relevant awarding bodies to make a decision.

How your personal information is used

If you sign the *Access arrangements online* form to give consent, the examinations officer or SENCo at your centre will apply online for your access arrangement(s). The online system is commissioned by JCQ and operated by one of the awarding bodies on behalf of all the others.

The online system is programmed to make a decision about your application. If the application is rejected and your centre refers the decision, it will have to provide the detailed information described above. The relevant awarding body/bodies will use the detailed information to review the application and either confirm or change the decision.

Your personal information submitted in the *Access arrangements online* form, and the detailed information, will be kept by your centre. The centre will tell you how long the form and information will be kept. The relevant awarding body/bodies will keep the information that is submitted online, and any detailed information, for up to seven (7) years.

Your information may be used for other purposes, without your consent, in some circumstances, such as to comply with law or to combat crime, as part of dealing with alleged malpractice, or to report potential malpractice or fraud to regulators (such as Ofqual or Qualifications Wales). The awarding bodies may share your information with each other in some circumstances, to help them achieve consistency in their decisions. JCQ and each of the awarding bodies will also need their suppliers to use your information (for example, the online portal for access arrangements relies on host and connectivity providers).

The awarding bodies use your personal information in the UK, where laws protect the information. Your personal information will only leave the UK if you or your centre are outside the UK, where such laws may not apply. You can find more details, including the legal basis for the use of your personal information by your centre and the awarding bodies at:

<https://www.jcq.org.uk/exams-office/information-for-candidates-documents/>

Your choices

You do not have to give your consent by signing the *Access arrangements online* form. If you withhold consent, the centre might not be able to process an online application for you.

Your rights

If you sign the *Access arrangements online* form to give consent, you have the right to withdraw your consent at any time. You also have rights to find out how the online system made the decision about your application, and to get the decision reviewed by an awarding body Officer, and to complain to the Information Commissioner (which is the UK regulator of personal information). Your other rights are to access your personal information that is held by relevant awarding bodies or JCQ, or to ask for it to be corrected or erased.

To exercise rights, if you live in the UK or EU, just tell the examinations officer or SENCo at your centre, using the contact details contained in the *Access arrangements online* form, and (wherever you live, if the application has already been made) tell the awarding bodies or JCQ using the contact details referred to above. You can find more detail about these and your other rights at:

<https://www.jcq.org.uk/exams-office/information-for-candidates-documents/>

Effective from 1 September 2022