

FHS

Francis Holland Schools

Exams - Equality Policy

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Exams: Equality Policy

This policy applies to:

Francis Holland Regent’s Park **Francis Holland Sloane Square** **Francis Holland Prep**

Where there are differences between the schools these have been clearly highlighted.

Related Policies:

Accessibility Plan

Policy Statement

This document is provided as an examinations-specific supplement to the respective Francis Holland School’s Accessibility Plan *and* details how the school

*“recognises its duties towards disabled candidates, including private 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;*

for any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect”

JCQ [General Regulations for Approved Centres 2025 - 2026](#), - This publication is referred to in this policy as [GR](#).

This policy details how the Centre facilitates access to examinations and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, by outlining staff roles and responsibilities in relation to

- identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as ‘access arrangements’)
- requesting access arrangements
- implementing access arrangements and the conduct of examinations
- good practice in relation to the Equality Act 2010

The Equality Act 2010 definition of disability

A definition is provided in the JCQ publication [Adjustments for Candidates with Disabilities and Learning Difficulties - Access Arrangements and Reasonable Adjustments 2025 – 2026](#) - This publication is referred to in this policy as [AARA](#).

Key staff involved in formulating the policy

Regent’s Park Staff	Sloane Square Staff
Head of Learning Enhancement (HLE) SENCO line manager and senior leaders: Pastoral Deputy Head Senior Deputy Head Examinations Officer Deputy Examinations Officer	Joint Head of Learning Strategies SENDCo line manager and senior leaders: Senior Deputy Head Pastoral Deputy Head Academic Assistant Head Assessment and Data Examinations Officer
Centre appointed assessors	
Louise Green, Educational Psychologist louisegreen@btopenworld.com	Nina Elliot, Educational Psychologist nina@elliott7.myzen.co.uk

Nikki Thompson, school assessor – used during Covid 19 Lockdown Specialist Teacher/Assessor nikki.thompson@fhs-nw1.org.uk	Victoria Marshall, school assessor Specialist Teacher/Assessor victoria.marshall@fhs-sw1.org.uk Catrin Brauner, school assessor Specialist Teacher/Assessor catrin.brauner@fhs-sw1.org.uk
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Throughout this policy members of the school staff are referred to using the following abbreviations:

Head	HM
Examinations Officer	EO
Deputy Examinations Officer	DEO <i>The Deputy Examinations Officer deputises for the Examinations Officer in their absence</i>
Deputy Head	DH
Senior Deputy Head	SDH
Academic Deputy Head	DHA
Pastoral Deputy Head	DHP
Head of Learning Enhancement (RP)	HLE/SENCO
Joint Head of Learning Strategies (SS)	SENDCo
Members of the Learning Enhancement Department (Specialist Teachers)	<i>ST who may deputise for the HLE in her absence</i>
Heads of Year	HoYs
Heads of Department	HoDs

- Equality (Examinations) Procedures at Francis Holland Sloane Square

Identifying the Needs for Access Arrangements

Roles and responsibilities:

- **Examinations Officer and Deputy Examinations Officer** - Are familiar with the entire contents, refer to and direct relevant Centre staff to the annually updated JCQ publications including [GR](#) and [AARA](#).
- **Designated senior leaders including the Senior Deputy Head and Deputy Head Academic** - Are familiar with the entire contents of the annually updated JCQ publications including [GR](#) and [AARA](#).
- **Special educational needs coordinator (SENDCo) and Specialist Teachers in the Learning Support department** - Have full knowledge and understanding of the contents, refer to and direct relevant Centre staff to the annually updated JCQ publication [AARA](#).
- **Teaching staff & support staff** - Inform the SENDCo via Heads of Section of Upper School and Sixth Form of any support that might be needed by a candidate. Provide comments/observations to support the SENDCo in painting a holistic picture of need confirming normal way of working for a candidate.
- **Assessors of candidates with learning difficulties** (An assessor of candidates with learning difficulties will be an appropriately qualified access arrangements assessor/psychologist/specialist assessor) - Have detailed understanding of the current JCQ publication [AARA](#).

More details on who is responsible for different aspects of identifying the need for access arrangements are given below:

Centre appointed assessors at Francis Holland School Sloane Square

The school works closely with the following external educational psychologist: Nina Elliot
This assessor has a good working relationship with the school and we accept the integrity of their reports, working closely with them and discussing pupil needs. Their recommendations help teachers to ensure that these pupils receive appropriate support to help them reach their potential.

Mrs Victoria Marshall and Mrs Catrin Brauner, the **Joint Heads of Learning Strategies**, conduct in-house assessments not only to establish eligibility for access arrangements, but also to support teachers by recommending suitable strategies to help the pupils fully access their learning.

The school has a clear system in place for identifying and monitoring pupils with specific learning needs and teachers are instrumental in determining the need for any additional access arrangements.

A statement on how the qualifications of assessors are verified is given in Appendix 1.

Role	Responsibility
HM	Ensures the quality of the access arrangements process within the Centre
HM SDH DHA	Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements for candidates are clearly defined and documented
SENDCo	Ensures an appropriately qualified assessor(s) is appointed and that evidence of the qualification(s) of the person(s) appointed is held on file
SENDCo	Ensures the assessment process is administered in accordance with the regulations

HM	Ensures a policy demonstrating the Centre's compliance with relevant legislation is in place
HoY	Support the SENDCo in determining the need for access arrangements
EO	Leads on the access arrangements process to facilitate access for candidates
SENDCo and EO	Ensures that all arrangements put in place comply with JCQ and awarding body regulations and guidance
SENDCo and EO	Ensures arrangements put in place for examinations/assessments reflect a candidate's <i>normal way of working</i> within the Centre
SENDCo and HoDs	Ensure the need for access arrangements for a candidate will be considered on a subject-by-subject basis
SENDCo	Presents, when requested by a JCQ Centre Inspector, evidence of the assessor's qualification
SENDCo	Works with teaching staff, relevant support staff and the examinations officer to ensure Centre-delegated and awarding body approved access arrangements are put in place for candidates taking internal and external examinations/assessments
SENDCo and HoY	Provide information to evidence the normal way of working of a candidate
Assessors	Provide appropriate evidence to confirm the need(s) of a candidate
SENDCo and EO	Completes appropriate documentation as required by the regulations of JCQ and the awarding body
SENDCo, DHA, EO	Produces and annually reviews a Word Processor Policy specific to the Centre which details the criteria the Centre uses to award and allocate word processors for examinations and assessments
SENDCo and HoD	Ensure the qualified assessors have access to the assessment objectives for the relevant specifications a candidate is undertaking (in FHS, GCSE, GCE)

Requesting Access Arrangements

Roles and responsibilities:

- **Special educational needs coordinator (SENDCo)** - Determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is Centre-delegated.
- **Examinations officer** - Is familiar with the entire contents of the annually updated JCQ publication [GR](#) and is aware of information contained in [AARA](#) , where this may be relevant to the EO role.

More details on who is responsible for different aspects of requesting access arrangements are given below:

Role	Responsibility
SENDCo	Follows guidance in AARA to process approval applications for access arrangements for GCSE and GCE qualifications and those qualifications listed in the AARA

SENDCo	Applies for approval where this is required, through <i>Access arrangements online</i> (AAO), or through the awarding body where qualifications sit outside the scope of AAO
SENDCo	Ensures candidates are informed that an application for access arrangements will be processed using Access arrangements online, complying with the UK GDPR and the Data Protection Act 2018.
SENDCo	Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including (where required) the completion of the appropriate JCQ Forms, signed and dated, and evidence to substantiate the candidate's history and current picture of need within the Centre.
SENDCo	Confirms by ticking the ' <i>Confirmation</i> ' box prior to submitting the application for approval that the ' <i>malpractice consequence statement</i> ' has been read and accepted
SENDCo	Makes an <i>awarding body referral</i> through AAO where the initial application for approval may not be approved by AAO, where it is deemed by the Centre that the candidate does meet the criteria for the arrangement(s)
SENDCo EO	Ensures that arrangements, and approval where required, are in place before a candidate takes his/her first exam or assessment (which is externally assessed or internally assessed/externally moderated)
SENDCo	Ensures that where approval is required that this is processed at the start of the course and at the latest by the awarding body deadline
SENDCo	Ensures where Form 8 is required to be completed, the form is signed (a handwritten, electronic, or typed signature is acceptable) as required <i>prior</i> to approval being sought and that the form is provided for processing and inspection purposes. This may be a hard copy paper version or an electronic version.
SENDCo and ST	Maintain a file/e-folder for each candidate. The required documentation for a candidate will either be all in hard copy within the candidate's file OR all in electronic format within the candidate's e-folder and will include: <ul style="list-style-type: none"> • completed JCQ/awarding body application forms and evidence forms • appropriate evidence to support the need for the arrangement where required • appropriate evidence to support normal way of working within the Centre • in addition, for GCSE and GCE qualifications (where approval is required), the AAO approval and a signed personal data consent form when necessary(which provides candidate consent to their personal details being shared)
SENDCo	Present the files/e-folders when requested by a JCQ Centre Inspector and address any queries/questions raised.
EO DHA	If the SENDCo or ST are unavailable, presents the files/e-folders of access arrangements candidates when requested by a JCQ inspector and addresses any questions/queries raised.
SENDCo	Liaises with teaching staff regarding any appropriate modified paper requirements for candidates

SENDCo and EO	Following the appropriate process (using AAO for those qualifications listed in the AARA: orders published modified papers, by the awarding body's deadline for the exam series, where these may be required for a candidate).
EO	Liases with the SENDCo to ensure arrangements are in place to either order a non-interactive electronic (PDF) question paper or to open question paper packets in the secure room at the directed time before the published starting time for the exam where the Centre is permitted to modify a timetabled written component exam paper (copy on coloured paper, enlarge to A3 or copy to single sided print)
EO	Following the appropriate process for those qualifications listed in the AARA; orders published modified papers, by the awarding body's deadline for the exam series, where these may be required for a candidate
EO	Ensures a record of the training given to those facilitating an access arrangement for a candidate under examination conditions is kept and retained on file until the deadlines for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.
EO	Ensures invigilators supervising access arrangement candidates are trained in their role and understand the invigilation arrangements required for access arrangement candidates as detailed in ICE.

Implementing Access Arrangements and The Conduct of Examinations

External assessments:

These are assessments which are normally set and marked/examined by an awarding body which must be conducted according to awarding body instructions and/or the JCQ publication [Instructions for conducting examinations \(ICE\)](#).

Roles and responsibilities:

- **Head, Senior Deputy Head and Deputy Head Academic** - Support the SENDCo, the examinations officer and other relevant Centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to examinations
- **Special educational needs coordinator (SENDCo) and Examinations Officer** - Ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam – EO only)
- **Examinations Officer** - Is familiar with and follows the instructions for Invigilation arrangements for candidates with access arrangements and Access arrangements in the current ICE
- **Other relevant Centre staff including IT staff, Facilities Team, Specialist Teachers and Teaching Assistants** - Support the SENDCo and the examinations officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to examinations, *for example*:
 - Staff responsible for **IT or other specialist equipment** that may need to be provided or adapted for a candidate
 - Facilities team responsible for **rooms and non-specialist equipment** (chairs, tables, clocks etc.) used for examinations that may need to be adapted for a candidate
 - Senior staff responsible for the Centre's **emergency evacuation procedures** and the arrangements that may need to be in place for a candidate with a disability who may need assistance when an exam room is evacuated

More details on who is responsible for what aspects is given below:

Role	Responsibility
EO	Is familiar with the instructions for Invigilation arrangements for candidates with access arrangements and Access arrangements in the current ICE.
SENDCo, EO and HoY	Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time
SENDCo	Ensures exam information (JCQ information for candidates documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
SENDCo and EO	Ensures that prior to any arrangements being put in place, checks are made that arrangements do not impact on any assessment criteria/competence standards being tested (e.g. use of a scribe when spelling, punctuation and grammar is being assessed)
EO	Liaises with the SENDCo regarding facilitation and invigilation of access arrangement candidates in examinations
EO	Liaises with other relevant Centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to examinations
EO	Appoints appropriate Centre staff as facilitators to support candidates (practical assistant, prompter, Language Modifier, reader, scribe or Communication Professional)
EO	Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
EO and SENDCo	Ensures the facilitator is known by or introduced to the candidate prior to examinations
EO and SENDCo	Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate
EO	Ensures that invigilators are made aware of the Equality Act 2010
EO	Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators
EO	Organises support for a candidate requiring an emergency (temporary) access arrangement at the time of examinations
EO and SENDCo	Ensures appropriate seating arrangements are in place where different arrangements may need to be made for a candidate to facilitate access to her examinations
EO	Ensures that written instructions are provided for invigilators prior to each examination session of the arrangements in place for a disabled candidate in their examination room
EO	Checks in advance of dated examinations/assessments that modified paper orders have arrived (and if not will contact the awarding body to ensure that papers are available when required)

EO	Ensures where a person is appointed to facilitate an access arrangement, the person appointed is not normally the candidate's own subject teacher, Learning Support Assistant or teaching assistant. Where the candidate's own subject teacher, Learning Support Assistant or teaching assistant has to be used, a separate invigilator is always present
EO	Ensures where a facilitator is allocated to support a candidate under examination conditions that they will not be a relative, friend, peer or the private tutor of the candidate.
EO	Makes modifications that are permitted by the Centre (a question paper copied onto coloured paper, an A4 to A3 enlarged paper or a paper printed on single sheets or where a question paper may need to be scanned into PDF format where a candidate is approved the use of a computer reader) that may be required and either accesses a non-interactive electronic (PDF) question paper or opens the exam question paper packet in the secure room no earlier than 90 minutes prior to the published start time of the exam.
EO	Provides pre-populated cover sheets from AAO prior to the start of an examination where required for particular access arrangements for those qualifications listed on page 2 of AA and ensures that these have been fully completed before candidates' scripts are dispatched to examiners/markers
HM, SDH, DHA, EO	Has a process in place to deal with emergency (temporary) access arrangements as they arise at the time of examinations in terms of rooming and invigilation
EO	Liaises with the SENDCo where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of examinations
EO and SENDCo	Where required for emergency (temporary) access arrangements, applies for approval through AAO or through the awarding body where qualifications sit outside the scope of AAO
EO	Understands that where permitted/approved, secure exam question paper packets may need to be opened early so the facilitator (Language Modifier, Live Speaker, Communication Professional only) may have access to the question paper 60 minutes prior to the awarding body's published starting time for the exam, in order to prepare

Internal Assessments:

These are non-examination assessments (NEA) which are normally set by a Centre/awarding body, marked and internally verified by the Centre and moderated by the awarding body.

However, 'NEA' is not limited to internal assessment as externally marked and/or externally set practical examinations taken at different times across Centres are also classified as 'NEA'.

Roles and responsibilities:

- **Special educational needs coordinator (SENDCo)** - Liaises with teaching staff to implement appropriate access arrangements for candidates
- **Teaching staff** - Support the SENDCo in implementing appropriate access arrangements for candidates

More details on who is responsible for what aspects is given below:

Role	Responsibility
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SENDCo	Ensures Centre-delegated and awarding body approved arrangements are in place prior to a candidate taking his/her first formal supervised assessment
HoY and HODs	Ensures candidates are aware of the access arrangements that are in place for their assessments
EO and SENDCo	If applicable, ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
EO	Ensures cover sheets are completed as required by facilitators
EO	Liaises with the teacher where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of his/her formal supervised assessment
EO	Provides the SENDCo with assessment schedules to ensure arrangements are put in place when required
EO and HODs	Liaise with the SENDCo regarding assessment materials that may need to be modified for a candidate
EO	Ensures a record of the training given to subject teachers and other relevant staff such as teaching assistants who support candidates with access arrangements for internal assessments

Internal examinations/assessments:

These are examinations or tests which are set and marked within the Centre; normally a pre-cursor to external assessments.

Roles and responsibilities:

- **Special educational needs coordinator (SENDCo)** - Liaises with teaching staff to implement appropriate access arrangements for candidates
- **Teaching staff** - Support the SENDCo in implementing appropriate access arrangements for candidates and provide examination materials that may need to be modified for a candidate
- **EO/DEO** - Provides the SENDCo with internal exam timetable to ensure arrangements are put in place when required

Use of word processors:

A separate Word Processor Policy describes the use of word processors in lessons, internal assessments, internal examinations and public examinations and management of word processors as an access arrangement.

Facilitating Access - Examples

The following information confirms the Centre's good practice in relation to the Equality Act 2010 and the conduct of examinations.

On a candidate by candidate basis, consideration is given to:

- adapting assessment arrangements
- adapting assessment materials
- the provision of specialist equipment or adaptation of standard equipment
- adaptation of the physical environment for access purposes

The table below provides example arrangements, adjustments and adaptations that are considered to meet the need(s) of a candidate and the actions considered/taken by the Centre for the purposes of facilitating access.

Example of candidate need(s)	Arrangements explored	Centre actions
<p>Extreme anxiety (diagnosis of ASD and recognised mental health issues)</p>	<p>Alternative arrangements for candidate to be prior to examinations (i.e. not waiting with other candidates)</p> <p>1:1 support while waiting to go in to an examination</p> <p>Use of social stories and social scripts to alleviate anxiety</p> <p>Seating position in examination room</p> <p>Allowed to go into examination room first, ahead of the other candidates</p>	<p><i>SENDCo gathers evidence to support the need for the candidate to have separate room prior to examination</i></p> <p><i>Deputy Head Pastoral (DHP) confirms need</i></p> <p><i>Approval confirmed by SENDCo; AAO approval for arrangements not required</i></p> <p><i>DHP and SENDCo/HoY discussion with candidate to confirm the arrangements should be put in place</i></p> <p><i>SENDCo/EO provide candidate with exam timetable in modified form</i></p> <p><i>DHP/HoY confirms with candidate the information is understood</i></p> <p><i>DHP and SENDCo draw up room timetable and allocate 1:1 support prior to each of the candidate's examinations</i></p> <p><i>DHP, HoY and SENDCo ensure that any member of staff supporting candidate is fully informed</i></p> <p><i>SENDCo/ DoS contacts parents/guardians to keep fully informed</i></p>
<p>Persistent and significant difficulties in speed of reading and processing</p>	<p>25% Extra time</p> <p>Additional support in study skills relating to individual need</p>	<p><i>SENDCo confirms candidate is disabled within the meaning of the Equality Act 2010</i></p> <p><i>SENDCo/ST Form 8, signed and dated, with Sections 1,2 & 3 completed; kept on file with body of supporting evidence, printed approval from AAO and signed personal data consent form</i></p> <p><i>SENDCo/ST Discussion with candidate regarding how best to utilise extra time, in conjunction with learning needs</i></p>
<p>Significant difficulty in concentrating</p>	<p>Prompter</p> <p>Separate invigilation within the Centre</p>	<p><i>SENDCo gathers evidence to support substantial and long term adverse impairment</i></p> <p><i>SENDCo/ST Confirms with candidate how and when they will be prompted</i></p> <p><i>SENDCo/EO Briefs invigilator to monitor candidate and the method of prompting (call out her name to bring her attention back to the paper – confirms requirement for separate room)</i></p>

Example of candidate need(s)	Arrangements explored	Centre actions
Visual impairment and pupil EHCP or medical evidence confirming significant disability	<p>Modified papers and learning materials</p> <p>Use of assistive technology as relevant to individual subjects e.g. calculator that can be enlarged</p> <p>Seating in examination room</p>	<p><i>SENDCo/ST Gathers evidence to support substantial and long term adverse impairment</i></p> <p><i>SENDCo/ST Confirms with candidate how best to modify papers and learning materials for all lessons, internal and external examinations –establishing normal mode of working</i></p> <p><i>SENDCo/ST Makes application for substantial amount of extra time (up to 100%) in order to reflect time taken by candidate to access materials and read modified papers</i></p> <p><i>SENDCo Submits relevant evidence including Statement (EHCP) and keeps on file with body of supporting evidence, printed approval from AAO and signed personal data consent form</i></p> <p><i>EO/SENDCo Applied in advance to examining boards for diagrams and maps to be available as pdf for access via approved laptop/ipad</i></p> <p><i>EO/DEO Arranges suitable desk(s) and position in examination room to accommodate modified materials</i></p>
Persistent and significant difficulties in accessing written text	<p>Reader/computer reader</p> <p>25% Extra time</p> <p>Separate invigilation within Centre</p>	<p><i>SENDCo confirms candidate is disabled within the meaning of the Equality Act 2010</i></p> <p><i>EO/SENDCo Papers checked for those testing reading</i></p> <p><i>SENDCo/ST Computer reader/examination reading pen sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded</i></p> <p><i>SENDCo A Form 9 produced signed and dated kept on file, confirming the nature of the candidate's impairment and that the use of a computer reader and/or a reader reflects her normal and current way of working within the Centre</i></p> <p><i>(25% Extra time – Form 8 completed as appropriate)</i></p> <p><i>SENDCo/ST Supporting evidence, AAO approval and signed candidate personal data consent form kept on file</i></p>
Candidate with a diagnosis of ADHD. Issues with concentration (candidate very distracted by any noise) and/or significant levels of anxiety and/or identified reading difficulties which are alleviated by reading aloud	<p>Separate invigilation</p>	<p><i>SENDCo Confirm with EO and DHP that candidate has an established difficulty</i></p> <p><i>EO/DEO Determine necessary adjustments in line with regulations.</i></p> <p><i>SENDCo/ST Discuss arrangements with candidate and candidate's parents</i></p> <p><i>SENDCo/EO Refer to JCQ publication Access Arrangements and Reasonable Adjustments and ICE to ensure that regulations and guidance are adhered to at all times</i></p>

Statement On Checking of Qualifications of Specialist Assessors

It is essential to verify the professional qualifications of the school's Centre-appointed assessors and any additional professionals, such as health care professionals providing medical evidence. In order to do this, the SENDCo consults the Health and Care Professionals Council (HCPC) website. All qualified health care professionals and psychologists are registered with the HCPC and their name and registration number can be checked and verified on this website. Registration numbers are recorded in the school's access arrangements folder with up to date certificates provided by the professionals. Registration details of professionals are checked on the HCPC website on an annual basis by the SENDCo.

With regard to our in-house Centre-appointed assessors, Victoria Marshall holds a Master's Degree in SpLD (Dyslexia) in a postgraduate AMBDA accredited course. Catrin Brauner has a Certificate of Psychometric Testing, Assessment & Access Arrangements (CPT3A) Equivalent to Level 7.

Pupil access arrangement files contain a copy of the certificate relating to the professional who has contributed written advice to form part of the pupil's body of evidence.

- Equality (Examinations) Procedures at Francis Holland Regent's Park

Identifying the Needs for Access Arrangements

Roles and responsibilities:

- **Examinations Officer and Deputy Examinations Officer** - Are familiar with the entire contents, refer to and direct relevant Centre staff to the annually updated JCQ publications including [GR](#) and [AARA](#).
- **Designated senior leaders including the Assistant Head (Operations & Co-Curriculum) and Senior Deputy Headmistress** - Are familiar with the entire contents of the annually updated JCQ publications including [GR](#) and [AARA](#).
- **Head of Learning Enhancement (HLE) and Specialist Teachers in the Learning Enhancement Department** - Have full knowledge and understanding of the contents, refer to and direct relevant Centre staff to the annually updated JCQ publication [AARA](#).
- **Teaching staff** - Inform the HLE via Heads of Year and/or Heads of Department of any observations about a candidate or any support that might be needed by a candidate. Provide comments/observations to support the HLE in painting a holistic picture of need confirming normal way of working for a candidate.
- **Assessors of candidates with learning difficulties**(An assessor of candidates with learning difficulties will be an appropriately qualified access arrangements assessor/psychologist/specialist assessor) – Will have detailed understanding of the current JCQ publication [AARA](#).

Centre appointed assessors at Francis Holland Regent's Park

The school works closely with the following external educational psychologist: Louise Green. Louise Green has a good working relationship with the school and we accept the integrity of her reports, working closely with her and discussing pupil needs. Her recommendations help teachers to ensure that these pupils receive appropriate support to help them reach their potential.

The school have a legacy of a very small number of reports for pupils in the Sixth Form which have been carried out by a wider number of assessors, still known to the school and, in some cases, assessors who have assessed the pupils previously in earlier key stages. These pupils have a detailed picture of need and have established access arrangements as their normal mode of working. All of these assessors have a long-standing relationship with the Learning Enhancement Department and are therefore fully apprised of pupils' normal mode of working. They have considerable expertise in assessing pupils with specific learning difficulties; not only to establish eligibility for access arrangements, but also to support staff in recommending suitable strategies to help the pupils fulfil their potential. In many cases they have a good working knowledge of the pupils' history of need.

In line with JCQ regulations and as part of its department development plan, the Learning Enhancement Department has streamlined its assessment procedure. It no longer accepts new assessments from external assessors who are not on the school's list of centre-appointed assessors. It has a clear system in place for identifying and monitoring pupils with specific learning needs and teachers are instrumental in determining the need for any additional access arrangements.

Nikki Thompson is a specialist teacher within the Learning Enhancement Department and may be required to assess during the current climate created by Covid 19.

A statement on how the qualifications of assessors are verified is given in Appendix 1.

Role	Responsibility
HM	Ensures the quality of the access arrangements process within the Centre
HM SDH	Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements for candidates are clearly defined and documented
HLE	Ensures an appropriately qualified assessor(s) is appointed and that evidence of the qualification(s) of the person(s) appointed is held on file
HLE	Ensures the assessment process is administered in accordance with the regulations
HM	Ensures a policy demonstrating the Centre's compliance with relevant legislation is in place

HoY / HoD	Support the SENDCo in determining the need for access arrangements
EO + HLE	Leads on the access arrangements process to facilitate access for candidates
EO + HLE	Ensures that all arrangements put in place comply with JCQ and awarding body regulations and guidance
EO + HLE	Ensures arrangements put in place for exams/assessments reflect a candidate's <i>normal way of working</i> within the Centre
HLE and HoDs	Ensures the need for access arrangements for a candidate will be considered on a subject by subject basis
HLE	Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification
HLE	Works with teaching staff, relevant support staff and the exams officer to ensure Centre-delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments
HLE and HoY	Provide information to evidence the normal way of working of a candidate
Assessors	Provide appropriate evidence to confirm the need(s) of a candidate
EO + HLE	Completes appropriate documentation as required by the regulations of JCQ and the awarding body
HLE, HM, EO	Ensure a statement is provided which details the criteria the Centre uses to award and allocate word processors for examinations; Provide a policy on the use of word processors in examinations and assessments
HLE and HoD	Ensure the qualified assessors have access to the assessment objectives for the relevant specifications a candidate is undertaking (in FHS, IGCSE, GCSE, GCE, IGCE)

More details on who is responsible for different aspects of identifying the need for access arrangements are given below:

Requesting Access Arrangements

Roles and responsibilities:

- **Head of Learning Enhancement (HLE)** - Determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is Centre-delegated. Applications should be recognised at the start of or during the first year of the two-year GCSE course, having firmly established a picture of need and normal way of working during Years 7 to 9 (*AARA page 11*)
- **Examinations officer** - Is familiar with the entire contents of the annually updated JCQ publication [GR](#) and is aware of information contained in [AARA](#), where this may be relevant to the EO role

More details on who is responsible for different aspects of requesting access arrangements are given below:

Role	Responsibility
HLE	Follows guidance in <u>AA</u> to process approval applications for access arrangements for GCSE and GCE qualifications and those qualifications listed on page 82 of AA
HLE	Applies for approval where this is required, through <i>Access arrangements online</i> (AAO), or through the awarding body where qualifications sit outside the scope of AAO
HLE	Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including the completion of JCQ Form 8 (Application for access arrangements – Profile of learning difficulties) where required, and a body of evidence to substantiate the candidate’s normal way of working within the Centre
HLE	Confirms by ticking the ‘Confirmation’ box prior to submitting the application for approval that the ‘malpractice consequence statement’ has been read and accepted
HLE	Makes an <i>awarding body referral</i> through AAO where the initial application for approval may not be approved by AAO, where it is deemed by the Centre that the candidate does meet the criteria for the arrangement(s)
EO	Ensures that arrangements, and approval where required, are in place before a candidate takes his/her first exam or assessment (which is externally assessed or internally assessed/externally moderated)
EO	Ensures that where approval is required that this is applied for by the awarding body deadline
HLE	Ensures where JCQ forms are required to be completed, form are signed and dated as required prior to approval being sought and that the original form is provided for processing and inspection purposes. Hand signed, typed, or electronic signature is permissible.
HLE	Ensures the names of all other assessors who are assessing candidates studying qualifications covered by AARA are entered into AAO to confirm their status. Confirms by ticking the ‘Confirmation’ box prior to submitting the application for approval that the ‘malpractice consequence statement’ has been read and accepted. Makes an awarding body referral through AAO where the initial application for approval may not be approved by AAO, where it is deemed by the Centre that the candidate does meet the criteria for the arrangement(s).
HLE and ST	Maintains a file/e-folder for each candidate (the required documentation for a candidate will be in hard copy within the candidate’s file/each of the required documents held electronically within the candidate’s e-folder) that will include: <ul style="list-style-type: none"> • completed JCQ/awarding body application forms and evidence forms • appropriate evidence to support the need for the arrangement where required • appropriate evidence to support normal way of working within the Centre, including comments and observations from teaching staff in relevant subjects • a sample of internal test and mock exam papers across relevant subjects showing the application of 25% extra time • in addition, for GCSE and GCE qualifications (where approval is required), a print out of the AAO approval and a signed candidate personal data consent form (which provides candidate consent to their personal details being shared) • (where applicable) ‘Data protection confirmation by the examinations officer or SENDCo’ acknowledged before an application is processed online to ensure the candidate is informed that and applications for access arrangements will be processed using AAO, complying with the UK GDPR and the Data Protection Act 2018
HLE and ST	Present the files when requested by a JCQ Centre Inspector

HLE	Liases with teaching staff regarding any appropriate modified paper requirements for candidates
EO	Liases with the HLE to ensure arrangements are in place to either order a non-interactive electronic (PDF) question paper or to open question paper packets in the secure room within 90 minutes of the published starting time for the exam where the Centre is permitted to modify a timetabled written component exam paper (copy on coloured paper, enlarge to A3 or copy to single sided print)
EO	Following the appropriate process for those qualifications listed on page 12 of AA; JCQ Form 7 or Form VQ/EA, orders published modified papers, by the awarding body's deadline for the exam series, where these may be required for a candidate
EO	Ensures a record of the training given to those facilitating an access arrangement for a candidate under examination conditions is kept and retained on file until the deadlines for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.
EO	Ensures invigilators supervising access arrangement candidates are trained in their role and understand the invigilation arrangements required for access arrangement candidates as detailed in ICE chapter 13 and 14.

Implementing Access Arrangements and Conduct of Exams

External assessments:

These are assessments which are normally set and marked/examined by an awarding body which must be conducted according to awarding body instructions and/or the JCQ publication [Instructions for conducting examinations \(ICE\)](#).

Roles and responsibilities:

- **Head and Senior Deputy Head** - Support the HLE, the exams officer and other relevant Centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- **Head of Learning Enhancement (HLE) and Examinations Officer (EO)** - Ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam – EO only). **The HLE will consider and, where appropriate, implement access arrangements that will prepare candidates for the workplace.**
- **Exams officer** - Is familiar with and follows the *Checklist for heads of Centre and examination officers – The Equality Act 2010 and conduct of examinations* provided in the current [ICE](#)
- **Other relevant Centre staff including IT staff, Facilities Team, Specialist Teachers and Teaching Assistants** - Support the HLE and the exams officer to ensure appropriate arrangements,

adjustments and adaptations are in place to facilitate access for disabled candidates to exams *for example:*

- Staff responsible for **IT or other specialist equipment** that may need to be provided or adapted for a candidate
- Facilities team responsible for **rooms and non-specialist equipment** (chairs, tables, clocks etc.) used for exams that may need to be adapted for a candidate
- Senior staff responsible for the Centre's **emergency evacuation procedures** and the arrangements that may need to be in place for a candidate with a disability who may need assistance when an exam room is evacuated

More details on who is responsible for what aspects is given below:

Role	Responsibility
EO	Is familiar with the <i>Checklist for heads of Centre and examination officers – The Equality Act 2010 and conduct of examinations</i> provided in the current ICE
HLE, EO and HoY	Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time
HLE	Ensures exam information (JCQ information for candidates documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
HLE and EO	Ensures that prior to any arrangements being put in place, checks are made that arrangements do not impact on any assessment criteria/competence standards being tested (e.g. use of a scribe when spelling, punctuation and grammar is being assessed)
EO	Liaises with the HLE regarding facilitation and invigilation of access arrangement candidates in exams
EO	Liaises with other relevant Centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to exams
EO	Appoints appropriate Centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Sign Language Interpreter)
EO	Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
EO and HLE	Ensures the facilitator is known by or introduced to the candidate prior to exams
EO and HLE	Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate
EO	Ensures that invigilators are made aware of the Equality Act 2010
EO	Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators
EO	Organises support for a candidate requiring an emergency (temporary) access arrangement at the time of exams
EO and HLE	Ensures appropriate seating arrangements are in place where different arrangements may need to be made for a candidate to facilitate access to her exams
EO	Ensures that written instructions are provided for invigilators prior to each exam session of the arrangements in place for a disabled candidate in their exam room
EO	Checks in advance of dated exams/assessments that modified paper orders have arrived (and if not will contact the awarding body to ensure that papers are available when required)
EO	Makes modifications that are permitted by the Centre (a question paper copied onto coloured paper, an A4 to A3 enlarged paper or a paper printed on single sheets or where a question paper may need to be scanned into PDF format where a candidate is approved the use of a computer reader) that may be required and either accesses a non-interactive electronic (PDF) question paper or opens the exam question paper packet in the secure room no earlier than 90 minutes prior to the published start time of the exam.
EO	Provides pre-populated cover sheets from AAO prior to the start of an exam where required for particular access arrangements for those qualifications listed on page 2 of AA and ensures that these have been fully completed before candidates' scripts are dispatched to examiners/markers
HM, SDH, EO	Has a process in place to deal with emergency (temporary) access arrangements as they arise at the time of exams in terms of rooming and invigilation
EO	Liaises with the HLE where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams

EO	Where required for emergency (temporary) access arrangements, applies for approval through AAO or through the awarding body where qualifications sit outside the scope of AAO
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Internal assessments:

These are non-examination assessments (NEA) which are normally set by a Centre/awarding body, marked and internally verified by the Centre and moderated by the awarding body.

“Externally marked and/or externally set practical examinations taken at different times across Centres are classified as ‘NEA.’” [Quote taken from the JCQ publication [Instructions for conducting non-examination assessments – Foreword, page 3](#)]

Roles and responsibilities:

- **Head of Learning Enhancement (HLE)** - Liaises with teaching staff to implement appropriate access arrangements for candidates
- **Teaching staff** - Support the HLE in implementing appropriate access arrangements for candidates

More details on who is responsible for what aspects is given below:

Role	Responsibility
HLE	Ensures Centre-delegated and awarding body approved arrangements are in place prior to a candidate taking his/her first formal supervised assessment
HoYs and HODs	Ensures candidates are aware of the access arrangements that are in place for their assessments
EO and HLE	If applicable, ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
EO	Ensures cover sheets are completed as required by facilitators
EO	Liaises with the teacher where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of his/her formal supervised assessment
EO	Provides the SENDCO with assessment schedules to ensure arrangements are put in place when required
EO and HODs	Liaise with the SENDCO regarding assessment materials that may need to be modified for a candidate

Internal exams:

These are exams or tests which are set and marked within the Centre; normally a pre-cursor to external assessments.

Roles and responsibilities:

- **Head of Learning Enhancement (HLE)** - Liaises with teaching staff to implement appropriate access arrangements for candidates.
- **Teaching staff** - Support the HLE in implementing appropriate access arrangements for candidates and provide examination materials that may need to be modified for a candidate.
- **Academic Deputy Head in conjunction with Internal EO** - Provides the HLE with internal exam timetable to ensure arrangements are put in place when required.

Use of word processors:

A separate Word Processor Policy produced and reviewed by the ADH and HLE, specific to FHS Regent’s Park detailing the criteria used to award and allocate word processors for exams as an access arrangement. This policy must be available for inspection.

Facilitating Access – Examples

The following information confirms the Centre’s good practice in relation to the Equality Act 2010 and the conduct of examinations.

On a candidate by candidate basis, consideration is given to

- adapting assessment arrangements
- adapting assessment materials
- the provision of specialist equipment or adaptation of standard equipment
- adaptation of the physical environment for access purposes

The table provides example arrangements, adjustments and adaptations that are considered to meet the need(s) of a candidate and the actions considered/taken by the Centre for the purposes of facilitating access.

Example of candidate need(s)	Arrangements explored	Centre actions
<p>Extreme anxiety (diagnosis of ASD and recognised mental health issues)</p>	<p>Alternative arrangements for candidate prior to examinations (i.e. not waiting with other candidates)</p> <p>1:1 support while waiting to go in to an examination</p> <p>Use of social stories and social scripts to alleviate anxiety</p> <p>Seating position in examination room</p> <p>Allowed to go into examination room first, ahead of the other candidates</p>	<p><i>HLE gathers evidence to support the need for the candidate to have separate room prior to examination</i></p> <p><i>Pastoral Deputy Head (DHP) confirms need</i></p> <p><i>Approval confirmed by HLE; AAO approval for arrangements not required</i></p> <p><i>SDH and HLE/HoY discussion with candidate to confirm the arrangements should be put in place</i></p> <p><i>HLE/EO provide candidate with exam timetable in modified form</i></p> <p><i>SDH/HoS confirms with candidate the information is understood</i></p> <p><i>SDH and HLE draw up room timetable and allocate 1:1 support prior to each of the candidate’s examinations</i></p> <p><i>SDH/HoY and HLE ensure that any member of staff supporting candidate is fully informed</i></p> <p><i>HLE / SDH contacts parents to keep fully informed</i></p>
<p>Persistent and significant difficulties in speed of reading and processing</p>	<p>25% Extra time</p> <p>Additional support in study skills relating to individual need</p>	<p><i>Confirms candidate is disabled within the meaning of the Equality Act 2010</i></p> <p><i>Form 8, signed and dated, with Sections A, B and C completed; kept on file with body of supporting evidence, printed approval from AAO and signed data protection notice</i></p> <p><i>Discussion with candidate regarding how best to utilise extra time, in conjunction with learning needs</i></p>

Example of candidate need(s)	Arrangements explored	Centre actions
Significant difficulty in concentrating	Prompter Priority seating arrangement Possible Alternative rooming arrangements	<p><i>HLE gathers evidence to support substantial and long term adverse impairment</i></p> <p><i>Confirms with candidate priority seating arrangement and how and when they will be prompted</i></p> <p><i>Briefs invigilator to monitor candidate and the method of prompting (call out his name to bring his attention back to the paper – if required, confirms requirement for separate room)</i></p>
Visual impairment and pupil EHCP confirming significant disability	Modified papers and learning materials Use of assistive technology as relevant to individual subjects e.g. calculator that can be enlarged Seating in examination room	<p><i>Gathers evidence to support substantial and long term adverse impairment</i></p> <p><i>Confirms with candidate how best to modify papers and learning materials for all lessons, internal and external examinations –establishing normal mode of working</i></p> <p><i>Makes application for substantial amount of extra time (up to 100%) in order to reflect time taken by candidate to access materials and read modified papers</i></p> <p><i>Submits relevant evidence including Statement (EHCP) and keeps on file with body of supporting evidence, printed approval from AAO and data protection notice</i></p> <p><i>Applied in advance to examining boards for diagrams and maps to be available as pdf for access via approved laptop/ipad</i></p> <p><i>Arranges suitable desk(s) and position in examination room to accommodate modified materials</i></p>
Candidate with a diagnosis of ADHD. Issues with concentration (candidate very distracted by any noise) and significant levels of anxiety	Separate invigilation	<p><i>Confirm with EO and Pastoral Deputy Headmistress that candidate has an established difficulty</i></p> <p><i>Allocate and timetable individual smaller room in line with examination timetable</i></p> <p><i>Discuss arrangements with candidate and candidate's parents</i></p> <p><i>Refer to section 5.16 of JCQ publication Access Arrangements and Reasonable Adjustments to ensure that regulations and guidance are adhered to at all times</i></p>

Statement on Checking Qualifications of Specialist Assessors

It is essential to verify the professional qualifications of the school's Centre-appointed assessors and any additional professionals, such as health care professionals providing medical evidence. In order to do this, the HLE consults the Health and Care Professionals Council (HCPC) website. All qualified health care professionals and psychologists are registered with the HCPC and their name and registration number can be checked and verified on this website. Registration numbers are recorded in the school's access

arrangements folder with up to date certificates provided by the professionals. Registration details of professionals are checked on the HCPC website on an annual basis by the HLE.

With regard to main Centre-appointed assessor, Louise Green holds a current Assessment Practising Certificate (APC). All APC holders are listed on the new SASC website (www.sasc.org.uk). This is the reference point for Awards Officers and any others involved in the process to be able to check currency of Assessment Practising Certificates. The website shows the name, certificate number, name of the issuing body and certificate expiry date.

In addition, pupil evidence files contain a copy of the certificate relating to the professional who has contributed written advice to form part of the pupil's body of evidence.

Review

Policy author/s	RP: Senior Deputy Head SSq: Deputy Head Academic
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