

JCQ: EXAM ACCESS ARRANGEMENTS

YORK
COLLEGE
&
UNIVERSITY
CENTRE

INFORMATION FOR LEARNERS



JCQ: EXAM ACCESS ARRANGEMENTS TIMELINE 2026/2027	3
ASSISTIVE TECHNOLOGY SCREENING REFERRAL PROCESS: 2026/27	4
JCQ EXAM ACCESS ARRANGEMENTS: FURTHER INFORMATION	5
FREQUENTLY ASKED QUESTIONS (FAQS)	6
THE ROLE OF THE TUTORS IN THE ACCESS ARRANGEMENTS PROCESS	8
GUIDANCE FOR PARENTS, CARERS AND LEARNERS ABOUT ACCESS ARRANGEMENTS	9
COMMON EXAM ACCESS ARRANGEMENTS	10
TEST WE USE TO INVESTIGATE EAA	11



JCQ: EXAM ACCESS ARRANGEMENTS TIMELINE 2026/2027

SUMMER TERM 2 2025/26 ENROLMENT

ESTABLISH HISTORY OF NEED

- All learners to answer initial EAA questions. Email LS Admin inbox. Collect any outstanding (digital) Form 8s on Enrolment Day.
- Save Form 8s in learners folders and upload to Pro Monitor.
- Create a register of EAA for new learners.
- All learners to complete Learning Support self declaration on enrolment.
- Previous Form 8s/9s emailed to LearningSupport@yorkcollege.ac.uk and electronically filed.
- Contact feeder schools/settings for EAA information.
- Draft Form 9s based on history of need.
- Create Form 8RFs following enrolment events in July and August 2026.
- Learners to complete the Learning Support Needs profile form.

AUTUMN TERM 1 2026/27

GATHER 'EVIDENCE OF NEED'

- Staff to attend formal CPD events and informal drop-in sessions to enhance knowledge and understanding of EAA and 'Evidence of Need'.
- Tutors/staff to complete the MS referral form for EAA assessments.
- Learners can complete a self-referral via MS Forms and book an EAA assessment.
- Learners can access QR codes for additional information.
- All evidence of need/normal way of working uploaded to Pro Monitor prior to assessment.
- Deadline: 11th December 2026.

AUTUMN TERM 1/2 2026/27

INFORMATION AND SELF-REFERRAL FOR LEARNERS



BBC Bitesize
Quiz: What are your
study strengths?



JCQ
Guidance for
parents & carers

AUTUMN TERM 1/2 2026/27

EXAM ACCESS ARRANGEMENTS ASSESSMENTS

- Submit 'evidence of need' and 'normal way of working' by December 2026.
- EAA Assessor conducts EAA assessments.
- Update expired EAA.
- Reflection meeting at the end of term.

SPRING TERM 1 2026/27

- EAA Assessor conducts any 'last minute' EAA assessments based on evidence of need.
- EAA applications are made on Access Arrangements.
- Online (AAO). The 'ultimate deadline for GCSE submissions: 12th March 2026.
- Update expired EAA.

SPRING TERM 2 2026/27

CONFIRM FORMAL EAA

- Confirm formal Exam Access Arrangements.
- Exam record AAO approval/EAA on Pro Monitor for all staff to view. All staff to respond to initial EAA queries. Refer learners to Learning Support Assessment and Examinations Manager, Kerri Haynes-McDonnell for specific queries.
- Learners are alerted about their recent EAA assessment/EAA in place for exams through Pro Monitor.
- AAO applications and approval = Exams record on E-spirals.
- All staff to signpost EAA drop-in sessions for learners.
- Reflection meeting at the end of the term and following formal examination cycles.

SUMMER TERM 1 2026/27

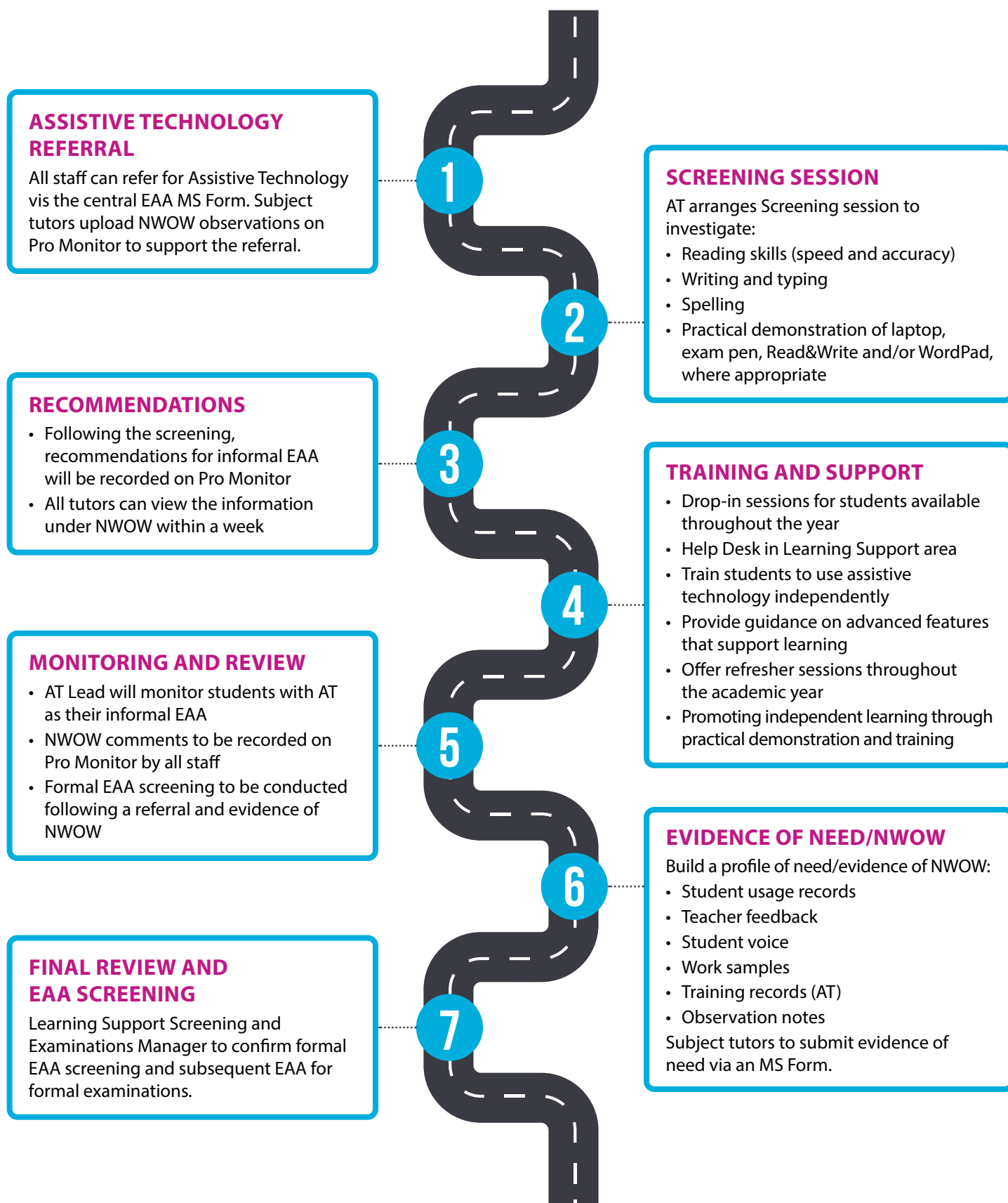
- Update expired EAA and conduct specialist assessments for 2027/28.
- CPD sessions after the exam season.

SUMMER TERM 2 2026/27

PREPARATION FOR THE NEXT ACADEMIC YEAR

- Reflection meeting at the end of the year.
- Establish EAA priorities for 2027/28.

ASSISTIVE TECHNOLOGY SCREENING REFERRAL PROCESS: 2026/27



FURTHER INFORMATION:

www.gov.uk/government/publications/the-use-of-assistive-technologies-for-assessment/the-use-of-assistive-technologies-for-assessment
blog.yourdolphin.com/blog/using-assistive-technology-in-exams

TRAINING AND SUPPORT

- Drop-in sessions
- Important signposts
- Additional information
- Focus on EAA through discussions with professionals
- Assistive Technology support and drop-in
- Referral process for staff and learners
- Memory Aids and 'How To' Guides
- Non verbal communication support in lessons and exams



JCQ EXAM ACCESS ARRANGEMENTS: FURTHER INFORMATION

MORE INFORMATION AND STAFF REFERRALS

www.jcq.org.uk/exams-office/access-arrangements-and-reasonable-adjustments/

www.communicate-ed.org.uk/GUIDANCE-FOR-PARENTS-CARERS-AND-STUDENTS-ABOUT-ACCESS-ARRANGEMENTS/WATCH-THE-SESSION



BBC BITESIZE
QUIZ: WHAT ARE YOUR
STUDY STRENGTHS?



JCQ
GUIDANCE FOR
PARENTS & CARERS

FREQUENTLY ASKED QUESTIONS (FAQS)

1. What are Exam Access Arrangements?

Exam Access Arrangements (EAAs) are reasonable adjustments that help learners with disabilities, learning difficulties, medical conditions or other recognised needs access exams fairly. They are designed to remove barriers without giving anyone an unfair advantage.

2. Who can apply for Exam Access Arrangements?

You may be eligible if you have a long-term condition or disability that affects your ability to take exams. This could include:

- Specific learning difficulties (e.g. dyslexia)
- ADHD
- Autism
- A physical disability
- A sensory impairment
- A medical condition
- A mental health condition (where appropriate evidence is available)

3. What types of support are available?

Depending on your needs, arrangements may include:

- Extra time
- Rest breaks
- A reader or reading software
- A scribe or speech recognition software
- A word processor/laptop
- Modified papers (e.g. large print or coloured paper)
- A separate room
- Practical assistant (where permitted)

Not all arrangements are suitable for every learner.

4. Will I automatically receive arrangements if I had them at school?

Not necessarily. Colleges must assess your current needs and follow the regulations set by the awarding organisations. Previous arrangements at school are helpful evidence but do not guarantee the same arrangements in FE.



5. How do I apply?

Speak to the Learning Support Examinations and Assessment Team, your Progress Coach, Subject Tutors, Learning Support team or Exams Team as soon as possible. You will be asked to complete a referral form and provide relevant evidence.

Self-referral form:

forms.cloud.microsoft/Pages/ShareFormPage.aspx?id=tuqM6noqsUiQN1uMegK40e-L5FtWVmtGhmxY5jOoZtIURFhNNktRQUgyVUJNR1c4Mk9NQzkyTjYyMi4u&sharetoken=jAIUUWSqdfw5anmo3kMc

6. What evidence might I need?

Evidence could include:

- An Education, Health and Care (EHC) Plan
- Medical evidence
- Reports from specialists
- Previous school records
- Evidence of your normal way of working in college

7. What is 'normal way of working'?

This means the support you use regularly during your lessons, coursework, assessments and mock exams. Access arrangements should reflect how you usually work, not just what you need in exams.

8. When should I apply?

As early as possible. Some arrangements require assessment or approval from awarding organisations, which can take time.

9. Where are my access arrangements detailed?

You will receive an e-mail during the Easter holidays confirming your access arrangements. If the information on this e-mail is incorrect, please contact Learning Support immediately. For logistical or practical questions, please contact the Exams team.

10. Will my teachers know about my arrangements?

Only staff who need the information to support you will be informed. It will be recorded on Pro Monitor for you and your tutors to view.

11. Will my access arrangements affect my qualification?

No. Your certificate will not mention that you received access arrangements.

12. Can my arrangements change?

Yes. If your needs change or the evidence changes, your arrangements may be reviewed.

13. What if I disagree with the decision?

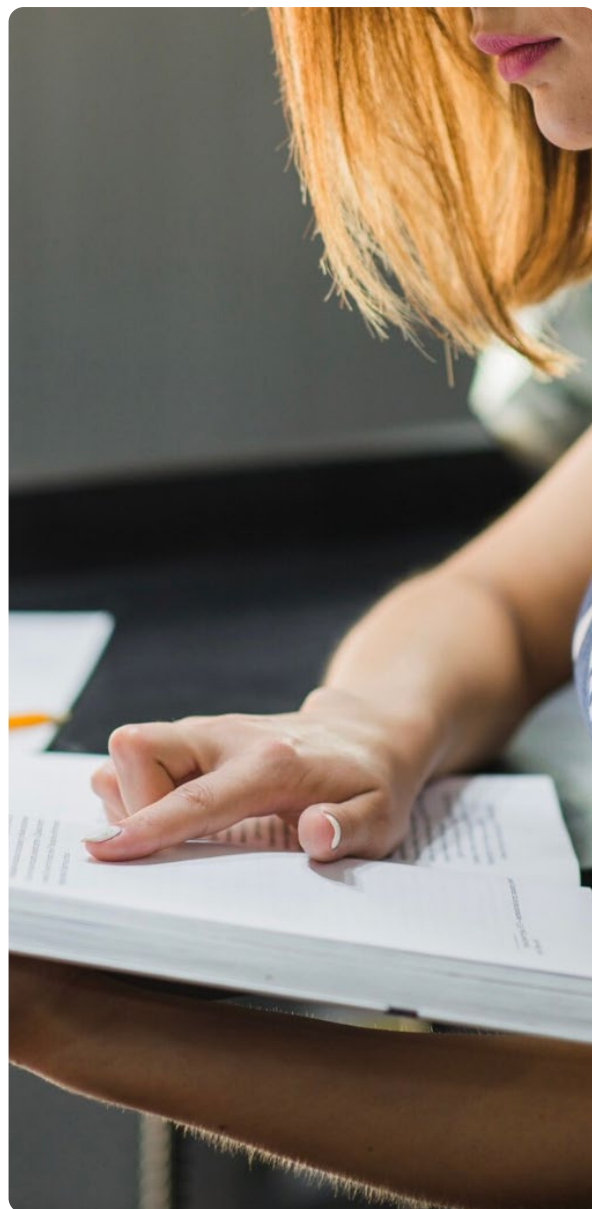
Speak to the Learning Support Examinations and Assessments Manager, Exams Office or Learning Support team. They will explain how the decision was made and discuss any concerns.

14. What happens if I become ill just before an exam?

Tell the Exams Office immediately. Depending on the circumstances, there may be options available, but this should be reported as soon as possible.

15. Who can I contact for help?

Contact the Learning Support Examinations and Assessment Manager, your Progress Coach, your subject tutors, Learning Support team or the Exams Office if you have any questions about access arrangements.



THE ROLE OF THE TUTORS IN THE ACCESS ARRANGEMENTS PROCESS

1

YOU NOTICE A LEARNER WHO REGULARLY:

Struggles to finish work

Loses focus or becomes tired easily

Has support when reading, writing or using assistive technology

Has significant difficulties with reading, writing, processing information

2

REFER TO EAA ASSESSMENT TEAM / LEARNING SUPPORT

Raise your concerns early – don't wait for the final deadline

Share what you've observed

3

CLASSROOM SUPPORT TRIALLED

Provide strategies (e.g. extra thinking time, reading support, word processor, prompts)

These should reflect likely exam support

4

TUTOR FEEDBACK PROVIDED

Provide information on the learner's difficulties and the support they have in the classroom

Include examples of uncompleted work, fatigue, processing issues

Comment on the effectiveness and consistency of the support given to the learner

5

MOCK / TEST EVIDENCE (IF RELEVANT)

For 25% extra time:

Comment on the impact of the extra time, both quality and quantity different font if they type) for the extra time

Get the learner to use a different pen colour (or different font if they type) for the extra time

6

EAA ASSESSMENT TEAM/LEARNING SUPPORT REVIEWS ALL EVIDENCE

Consider tutor input, classroom support, assessment results, specialist reports, learner views

Apply for arrangements if the criteria are met

7

ARRANGEMENT APPROVED AND IMPLEMENTED

Learner continues to receive support for internal assessments, mock exams, in line with their normal way of working

Tutor continues classroom practice that reflects agreed arrangement(s)

8

ONGOING MONITORING

Tutor updates the EAA Assessment team/Learning Support if the learner's needs change

Feedback supports reviews and adjustments

GUIDANCE FOR PARENTS, CARERS AND LEARNERS ABOUT ACCESS ARRANGEMENTS

WHAT ARE ACCESS ARRANGEMENTS?

- Access arrangements allow learners with specific needs, such as special educational needs or disabilities, to access an exam.
- They allow learners to show what they know and can do without changing the demands of the exam.

HOW WILL THE PROCESS START?

- Parents and carers should let the EAA Assessment team/Learning Support know as soon as possible if their child has additional needs. Good and open communication is important.
- Learners in further education should record their additional needs on the college's enrolment form.
- The EAA Assessment team/Learning Support will work with tutors and the learner to identify possible arrangements.
- Various access arrangements are available. For example, support for learners who have difficulties with reading, writing, speed of working or concentration.
- Not all learners with additional needs will require access arrangements. This depends on whether their difficulty affects their access to exams. Additional needs or a diagnosis alone do not entitle a learner to access arrangements.

WHO WILL MAKE THE ASSESSMENT?

- If a learner has learning difficulties, the school or college's appointed assessor must conduct the assessment to determine the need for access arrangements, such as 25% extra time.
- If an external assessor diagnoses a learning difficulty (for example, dyslexia or dyscalculia), the assessment can only be used as evidence for access arrangements if the assessor has liaised with the school or college and received the necessary access arrangements paperwork in advance of the assessment taking place.
- Specialists (for example, a medical consultant or a psychiatrist) are responsible for providing a formal diagnosis. They are not responsible for decisions about access arrangements.
- The school or college must decide which access arrangements a learner has for their exams.
- Tutors must give evidence to show that an access arrangement is needed. The school or college will record how effective the arrangement is in the classroom, in internal tests or in mock exams.

WHAT ELSE NEEDS TO BE DONE?

- The school or college will have to apply for some arrangements.
- If a learner has complex needs, a school or college can discuss their needs with the exam board.

FINALLY

- Schools and colleges must follow the rules. They are inspected and if they are found to be breaking the rules, this will be malpractice.

If you have any questions about access arrangements, please speak to the EAA Assessment team/Learning Support .

COMMON EXAM ACCESS ARRANGEMENTS



SUPERVISED REST BREAKS:

The exam clock stops, allowing the learner to rest, take medication, or manage anxiety without losing assessment time.



EXTRA TIME (25% OR MORE):

Provides additional time (usually 25% for most, though sometimes more in exceptional cases) for learners with slow processing speed, reading/writing speed, or significant learning difficulties.



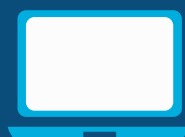
READER (HUMAN OR COMPUTER):

A person or software reads the questions aloud to the candidate. In certain cases, they can also read back the candidate's answers. This is commonly used for learners with visual impairments or severe literacy difficulties.



SCRIBE/VOICE ACTIVATED SOFTWARE:

A person or software writes down the answers dictated by the learner. This is used for learners with significant writing difficulties, such as illegible handwriting, severe dyslexia, or physical limitations.



WORD PROCESSOR/LAPTOP:

A laptop is used for typing answers instead of handwriting. Often used for learners with slow handwriting speeds or difficulties with fine motorskills.



MODIFIED PAPERS:

Exam materials adapted to the learner's needs, including large print, braille, coloured paper, or simplified language.



PROMPTER:

A person who helps a learner with severe attention issues (e.g. ADHD) stay focused on the task and manage their time, without helping them with content.



LOW RATIO ROOM (LRR):

Sitting the exam in a smaller, quieter room to manage anxiety, sensory sensitivities, or to facilitate other arrangements like a reader.



TEST WE USE TO INVESTIGATE EAA

EXACT:

A popular, comprehensive, automated assessment used to identify needs for extra time, readers, and scribes, often in line with JCQ regulations.

TOWRE-2 (TEST OF WORD READING EFFICIENCY):

Assesses the ability to recognize printed words quickly, often used to justify a reader or extra time.

CTOPP-2 (COMPREHENSIVE TEST OF PHONOLOGICAL PROCESSING):

Measures phonological processing speed and memory, crucial for diagnosing dyslexia and the need for support.

WRITING SPEED TESTS (E.G. DASH - DETAILED ASSESSMENT OF SPEED OF HANDWRITING):

Specifically measures how quickly a learner writes to determine eligibility for a scribe, word processor, or extra time.

WIATT-III:

Investigates reading, writing, mathematics to inform EAA.

TOMAL 2:

Widely used for evaluating memory strengths and weaknesses.

SPARCS:

Measures spelling, reading and processing.

WRAT-5:

Measures spelling, reading and maths fluency.

KTEA-3:

Measures reading, maths and language (oral and written).



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