

JCQ: EXAM ACCESS ARRANGEMENTS



INFORMATION FOR PARENTS & CARERS



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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.
- Parents/carers to email any previous Form 8s or 9s to **LearningSupport@yorkcollege.ac.uk** if not already done so.
- Ensure that the JCQ FAQs are read and any specific queries should be emailed to Learning Support Examination and Assessment Manager. Logistical, timetable and practical questions should be directed to the Exams Team.
- Evidence of need will be gathered and recorded by subject tutors in Autumn 1 to inform any assessment that may be needed. EAA is not a guarantee and therefore, evidence is compulsory.

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

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

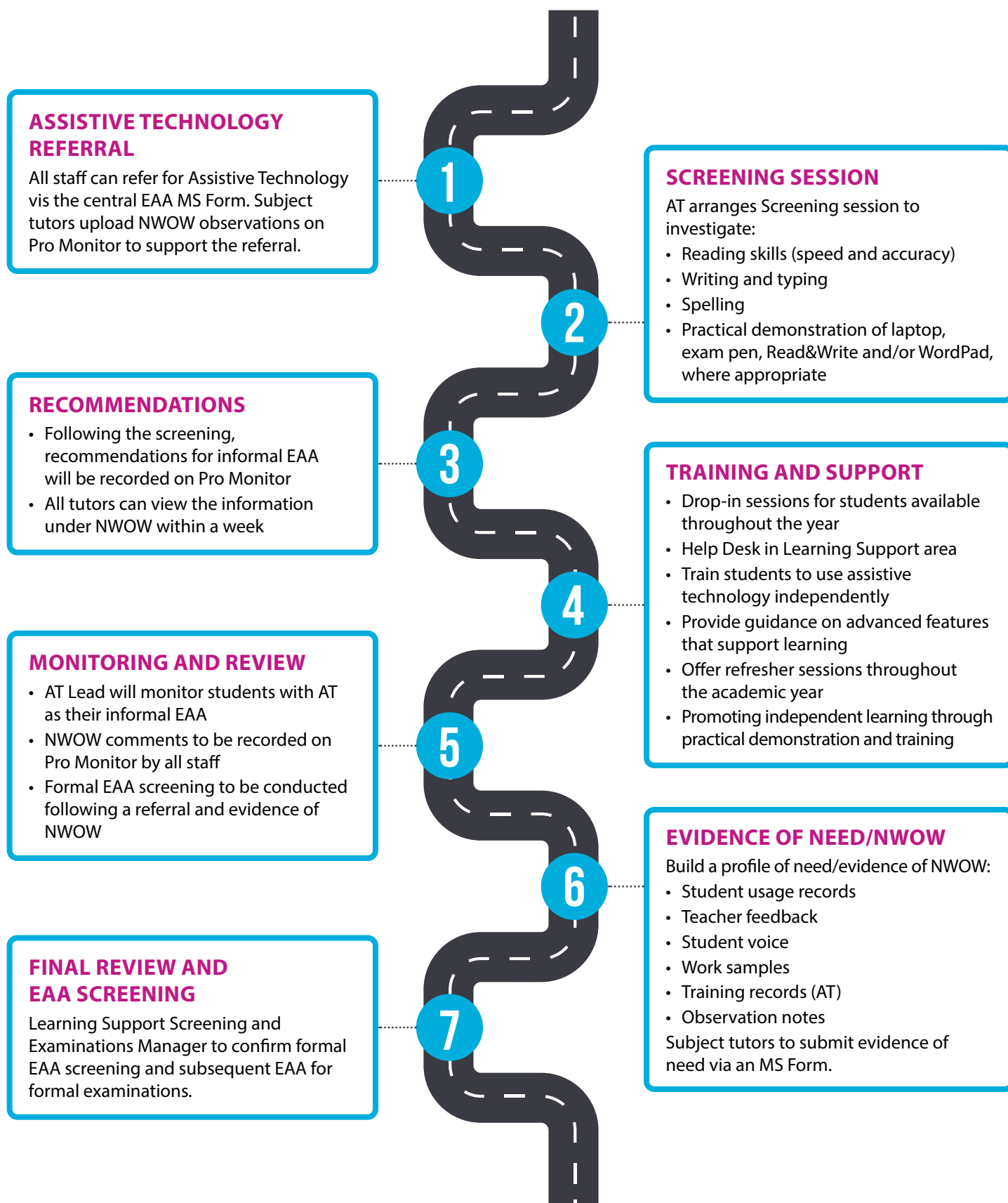
- Update expired EAA and conduct specialist assessments for 2027/28.
- CPD sessions after the exam season.

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 are reasonable adjustments that enable learners with disabilities, learning difficulties, medical conditions or other recognised needs to access examinations fairly. They are intended to remove barriers to assessment while maintaining the integrity of the qualification.

2. How does the college decide whether my learner is eligible?

The college follows awarding organisation regulations and uses evidence of the learner's needs, alongside information about their normal way of working in college. Decisions are based on evidence rather than diagnosis alone.

3. Does a diagnosis automatically mean my young person will receive extra time?

No. A diagnosis does not automatically qualify a learner for a specific arrangement. The college must demonstrate that the arrangement is both appropriate and reflects the learner's usual way of working.

4. My child had extra time at school. Will they receive it at college?

Previous arrangements are valuable evidence but do not automatically transfer to York College. The college must complete its own assessment and follow current awarding organisation regulations.

5. What evidence might the college ask for?

The college may request:

- Medical evidence
- Specialist reports
- Previous school information
- Details of any Education, Health and Care (EHC) Plan
- Evidence of the learner's support needs within college
- Email all previous Form 8s or Form 9s to

LearningSupport@yorkcollege.ac.uk

6. When should concerns be raised?

Please inform the college as early as possible through the transition and enrolment period if you believe your young person may require exam access arrangements or has a history of EAA. Early identification allows sufficient time for assessment and, where necessary, awarding organisation approval.

7. Can parents request a particular arrangement?

Parents and carers are welcome to share information and concerns, but the final decision must be based on awarding organisation regulations and the evidence available.



8. Where are access arrangements detailed?

Learners will receive an e-mail during the Easter holidays confirming their 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.

9. Will access arrangements provide an unfair advantage?

No. Access arrangements are designed to level the playing field by reducing barriers caused by a disability or difficulty. They do not compensate for a lack of knowledge or preparation.

10. Will access arrangements appear on exam certificates?

No. Exam certificates do not indicate that a learner received access arrangements.

11. What happens if my young person's needs change during the year?

Please inform the college as soon as possible. The Learning Support and Exams teams will review the evidence and determine whether any changes can be made.

12. What if my young person becomes ill before an exam?

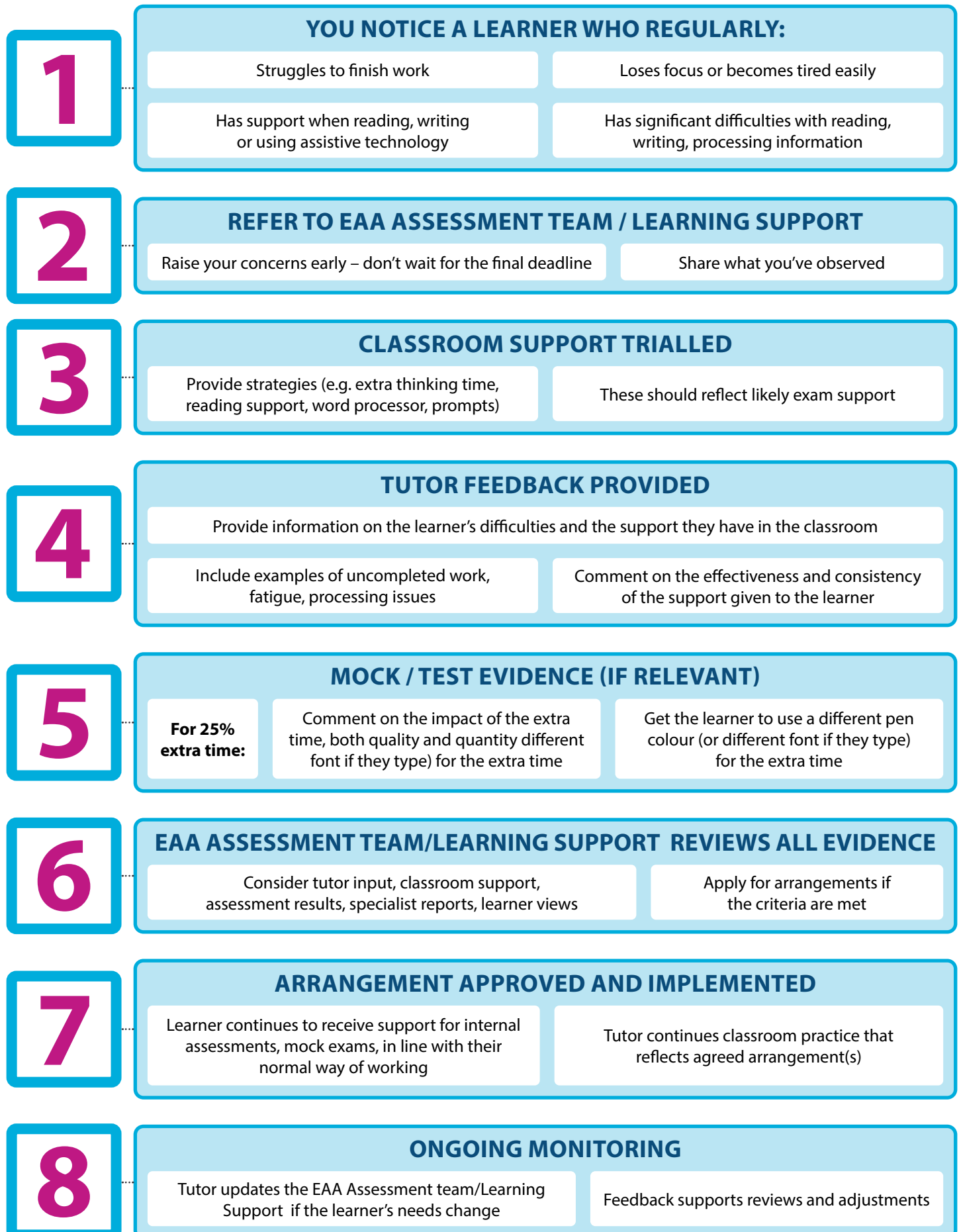
The learner or parent/carer should contact the college immediately. The Exams Office will explain what options may be available depending on the circumstances.

13. Who should I contact if I have questions?

Please contact the Learning Support Assessment and Examinations Manager (Kerri HaynesMcDonnell), key staff in the Learning Support team or the Exams Office. They will be happy to explain the process, discuss eligibility and answer any questions you may have.



THE ROLE OF THE TUTORS IN THE ACCESS ARRANGEMENTS PROCESS



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.



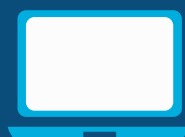
READER (HUMAN OR COMPUTER):

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).



AMBITION | CARE | RESPECT | SUCCESS