

Policy/Procedure Name:	Examinations – Adjustments for Candidates with disabilities and learning difficulties – Access arrangements and reasonable adjustments		
Policy/Procedure Number:	SMT061		
Date of Approval:	5 th February 2014		
Effective Date:	September 2013		
Revised Date:	October 2025		
Review by Date:	October 2026		
Policy/Procedure Author:	SENCo Exams Officer		
Policy/Procedure Owner:	Principal/CEO		
Management Committee Approved By:	SMT		
Governor Committee (where appropriate) Approved By:	Not Applicable		
For Action By:	All teachers, , External Specialist Assessors, Exams Officer, SENCo		
For Information to:	All staff involved in supporting students during Examinations, Students, Parents/Carers		
Approval requested to upload on the Treloar Website:	Yes ☒ (tick if requested)		
Who is carrying out EIA?	Lorna Woodcroft	Date of EIA?	3 rd Nov 2025
Have we shown due regard for the 9 protected characteristics within the policy/procedure?	Yes ☒ No ☐		
Are all opportunities to promote equality taken within the policy/procedure?	Yes ☒ No ☐		
Refer Policy/Procedure to EDI Co-ordinator for further assessment	Yes No ☒		

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1. Policy/ Procedure Aim –

This policy outlines the Joint Council for Qualifications (JCQ) awarding bodies requirements of education providers for access arrangements and reasonable adjustments.

- It describes the principles Treloar's must follow as a Centre
- The type of access arrangement our students can apply for
- The key responsibilities of staff within the organisation
- Outlines the process flow
- It provides internal and external deadlines which relate when applying for access arrangements and reasonable adjustments

2. Definitions:

2.1 Access Arrangements

Access arrangements are agreed before an assessment. They allow candidates/learners with specific needs such as special educational needs, disabilities or temporary injuries to:

- access the assessment; show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual disabled candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Supervised Breaks

Centres are allowed to provide a supervised rest break to a candidate where it is their normal way of working within the centre. The duration of the break is decided by the SENCo before an examination series begins and the length of this must be recorded and set in advance. The SENCo will produce written evidence to confirm the need for supervised rest breaks to a JCQ inspector on request. For GCSE's the SENCo must sign and date a file note on headed paper confirming the need for the candidate to have a rest break. This must confirm the nature of the candidate's impairment.

The SENCo must always consider if supervised rest breaks would be more appropriate before making an application for extra time.

There is no maximum time set for supervised rest breaks. The decision must be made by the SENCo based on their knowledge of the candidate's/student's needs and their normal way of working when placed under timed conditions. Consider in

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advance of the examination(s) how many breaks a candidate might need and the approximate duration of the supervised rest break. This will allow sufficient staff to be available to facilitate the rest break.

Treloar's must be satisfied that the candidate/student has an impairment which has a substantial and long-term adverse effect, giving rise to persistent and significant difficulties. (The candidate is disabled within the meaning of the Equality Act.)

The SENCo must be satisfied that there is a genuine need for the arrangement on account of:

- Cognition and learning needs;
- Communication and interaction needs;
- A medical condition;
- Sensory and physical needs;
- Social, mental and emotional needs.

In addition, the candidate's difficulties must be established within the centre and thus known to a Form Tutor or Teacher, the SENCo and/or a senior member of staff with pastoral responsibilities.

2.2 Reasonable Adjustments

The Equality Act 2010 requires **an awarding body** to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at **a substantial disadvantage** in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a visually impaired person who could read Braille.

A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors which will include, but are not limited to:

- the needs of the disabled candidate/student;
- the effectiveness of the adjustment;
- the cost of the adjustment; **and**
- the likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- involves unreasonable costs to the awarding body;
- involves unreasonable timeframes; or
- affects the security and integrity of the assessment.

This is because the adjustment is not "reasonable".

In most cases it will not be reasonable for adjustments to be made to assessment objectives within a qualification. To do so would likely undermine the effectiveness of the qualification in providing a reliable indication of the knowledge, skills and understanding of the candidate. There is no duty to make adjustments which the qualifications regulators have specified should not be made.

3. Principles Treloar's must follow as a Centre

The purpose of an access arrangement is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.

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

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

Candidates may not require the same access arrangements in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. The need for access arrangements should be considered on a subject-by-subject basis.

Access arrangements should always be processed at the start of the course having firmly established a picture of need and normal way of working.

Candidates/Students will then know what is available and have the access arrangement(s) in place for examinations and controlled assessments/coursework. Arrangements **must** be approved before an examination or assessment.

The arrangement(s) put in place must reflect the support given to the candidate in the centre, e.g.

- in the classroom; or
- working in small groups for reading and/or writing; or
- literacy support lessons; or
- literacy intervention strategies; and/or
- in internal school tests and mock examinations.

This is commonly referred to as 'normal way of working'. For candidates with learning difficulties this is typically the background information recorded with Section A of Form 8. This form is generally not used at Treloar's as, this form must only be used for candidates with learning difficulties who are not subject to a current EHCP or Statement of Special Educational Needs or those requiring a Language Modifier. The majority of students at Treloar's have very detailed EHCPs due to the nature of their physical, learning, communication and medical needs.

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Students should be fully involved in any decisions about adjustments and or adaptations

As subjects vary, leading to different demands of the candidate, support may be needed in just one or two subjects; another candidate may need support in all their subjects. The key principle is that the SENCo can show a history of support and provision. The arrangement **is not** suddenly being granted to the candidate at the time of their examinations.

The SENCo and/or the specialist assessor must work with education managers, teaching staff, multi-disciplinary team and class support staff and exams office staff to ensure that approved access arrangements are put in place for internal school tests, mock examinations and examinations.

The candidate **must** have had appropriate opportunities to practice using the access arrangement(s) before their first examination, e.g. a computer reader, past awarding body modified enlarged papers, a scribe or speech recognition technology.

If a candidate has **never** made use of the arrangement granted to them, e.g. 25% extra time or supervised rest breaks, then it is **not** his/her normal way of working. The SENCo may consider withdrawing the arrangement provided that candidate will not be placed at a substantial disadvantage (The SENCo would have monitored the use of the arrangement in internal school/college tests and mock examinations.)

Treloar's **must** ensure that in controlled assessment or coursework marked by teachers/tutors, credit is given only for skills demonstrated by the candidate working independently.

Access arrangements must not compromise assessment requirements.

Where a person is appointed to facilitate an access arrangement, i.e.

- a communication professional
- a practical assistant
- a prompter a Language Modifier a reader
- a scribe

They are responsible to the Head of Centre and must be acceptable to the Head of Centre.

The person appointed must not normally be the candidate's own subject teacher or relative, friend or peer of the candidate.

The Head of Centre must ensure that the person appointed is appropriately trained and understands the rules of the particular access arrangement(s), as detailed in this document.

The person appointed must be a responsible adult.

Failure to comply with the regulations contained in the JCQ Guidelines has the potential to constitute malpractice which may impact on the candidate's result(s).

Failure to comply is defined as:

- putting in place access arrangements that are not approved; or
- permitting access arrangements within the centre which are not supported by the required evidence as per these regulations; **or**
- not putting in place appropriate arrangements for candidates with known and established learning difficulties/disabilities.

Failure to comply with the regulations has the potential to constitute malpractice which may impact on the candidate's result(s).

The documentation available for inspection by JCQ must be stored by the SENCo.

4. Types of Access Arrangements

The access arrangements listed below apply to the following qualifications

- AQA Applied General qualifications,
- AQA Level 2 Certificate in Further Maths, AQA Level 3 Certificate in Mathematical Studies,
- BTEC Firsts, BTEC Nationals, BTEC Tech Awards, BTEC Level 2 Technicals,
- Cambridge Advanced Nationals, Cambridge Technicals, Cambridge Nationals,
- City & Guilds Level 2 and Level 3 Technical qualifications,
- ELC, Essential Skills,
- FSMQ,
- Functional Skills,
- GCE,
- GCSE,
- NCFE V-Cert Level 1/2 Technical Awards, NCFE CACHE Level 1/2 Technical Awards, NCFE CACHE Level 3 Applied General Awards, Certificates, Diplomas and Extended Diplomas, NCFE CACHE Level 3 Technical Diplomas and Technical Extended Diplomas, NCFE Level 3 Alternative Academic Qualifications,
- OCR Level 3 Certificates, T Levels,
- Welsh Baccalaureate Qualification (WBQ),
- WJEC Level 1 and Level 2 General qualifications, WJEC Level 1 and Level 2 Vocational qualifications, WJEC Level 1 and Level 2 Vocational Awards (Technical Awards), WJEC Level 3 Applied Certificates, Diplomas and Extended Diplomas (including Alternative Academic Qualifications)

The principle is the same across all qualification types: access arrangements must not be allowed to interfere with the integrity of the assessment or to give credit for skills, knowledge and understanding which cannot be demonstrated by the candidate.

We are not required by JCQ to apply for access arrangements online for some of the qualifications students complete at Treloar's. However, in addition to the above qualifications we will complete the Access Arrangements MDT Assessment based on students' normal way of working 2025 – 26 (Appendix 3) process for all:

- BTEC Pre-Vocational Qualifications (Entry Levels)
- Ascentis suite of qualifications
- Entry Functional Skills Qualifications
- ASDAN qualifications

Along with any specific requirements for the individual awarding body or qualification aim.

4.1 Cognition and Learning Needs

E.g., General and/or Specific Learning Difficulties

The candidate must have an impairment in their first language which has a substantial and long term adverse effect. A candidate **does not** have a learning difficulty simply because their first language is not English, Irish or Welsh.

Candidates with learning difficulties may require for example:

- Supervised rest breaks
- Extra time
- A computer reader or a reader
- Read aloud or an examination reading pen
- A word processor
- A scribe
- A prompter
- A practical assistant
- Coloured overlays
- Coloured/enlarged papers
- Modified language papers

4.2 Communication and Interaction Needs

E.g., Autistic Spectrum Disorder (ASD), Speech, Language and Communication Needs (SLCN)

Candidates with communication and interaction difficulties may require for example:

- Supervised rest breaks

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- Extra time
- A computer reader or a reader
- Read aloud or an examination reading pen
- Modified language papers
- A word processor
- A scribe.
- A Communication Professional

4.3 Sensory and Physical Needs

E.g., Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD), Vision Impairment (VI)

Candidates with sensory and physical needs may require for example:

- Supervised rest breaks
- Extra time
- A computer reader or a reader
- Read aloud or an examination reading pen
- A word processor
- A scribe
- A Language Modifier
- A live speaker
- A Sign Language Interpreter (Communication Professional)
- A practical assistant
- Alternative room arrangements, with separate invigilation within the centre
- Braille papers, modified enlarged and/or modified language papers.

4.4 Social, Mental and Emotional Needs+

E.g., Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Mental Health Conditions

Candidates with social, mental and emotional needs may require for example:

- Supervised rest breaks
- A prompter
- Alternative room arrangements, with separate invigilation within the centre
- Alternative site arrangement
- Extra time
- A word processor
- A computer reader or a reader

- Read aloud or an examination reading pen
- A scribe.

The candidate **must** have an impairment in their first language which has a **substantial and long term adverse effect**. A candidate **does not** have a learning difficulty simply because their first language is not English, Irish or Welsh.

A diagnosis of ADD or ADHD should trigger the centre to undertake a broad assessment of the candidate's speed of processing. A candidate with ADHD may also have co-occurring persistent and significant specific learning difficulties.

Clinical letters referring to a diagnosis of ADD or ADHD may not include reference to these co-occurring difficulties. Centres should therefore always consider associated cognition and learning needs.

- For full details of the requirements of the application process required for each of the above access arrangements please refer to the JCQ Access Arrangements and Reasonable Adjustments handbook 2025-26

Link : [Access Arrangements, Reasonable Adjustments and Special Consideration - JCQ Joint Council for Qualifications Print-JCQ-AARA-2025_6-FINAL.pdf](#)

5. Key Responsibilities

Head of Centre – Principal/CEO, with delegated responsibility to the Head of School and/or College and SENCo

- Must familiarise themselves with the entire contents of the JCQ Access Arrangements and Reasonable Adjustments handbook 2025/2026
- The Head of Centre is responsible for the quality of the access arrangements process within their centre.
- The Head of Centre is responsible for the appointment of specialist assessors (where appropriate) and must satisfy themselves that they meet the required level of competence and appropriate qualifications.

Head of School and/or College and SENCo

- Must familiarise themselves with the entire contents of the JCQ Access Arrangements and Reasonable Adjustments handbook 2025-26.
- Is responsible for maintaining and completing the Access Arrangements folder with the support of the Exams Officer.

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- Must hold on file for inspection purposes evidence that all the specialist assessor(s) meet the criteria in the qualifications and competences indicated on page 102 of the Access Arrangements and Reasonable adjustments handbook 2025-26. They must inform the Exams Officer of any arrangements which must be made to support students in time for the Exams Officer to collect the evidence and apply by published deadlines.

Teachers/tutors

- Place any requests for access arrangements or reasonable adjustments working with their MDT on behalf of the student to the SENCo.
- Work with the student to ensure that they are fully involved in any decisions concerning adjustments and or adaptations.
- Note that all requests must include all relevant information – e.g. exactly how much extra time is required and how much time rest breaks will take.
- Note that all requests must be made within agreed internal deadlines to ensure the assessment and application process can be completed by the Awarding body deadlines (see section 7 for **deadline dates below**)
- Support the student in preparing for examinations by carrying out mock examination/practice test applying the same access arrangements/adjustments

Specialist Assessor

- **A specialist assessor is:**
 - An appropriate qualified psychologist or
 - A specialist teacher with current SpLD Assessment practicing certificate or
 - An educational professional with specialist skills who limits their assessments to candidates within that specialist cohort (for example, teachers of the Deaf)
- In addition to the categories above, other educational professionals may conduct access arrangement assessments if they meet the criteria outlined in the JCQ Access Arrangements and Reasonable adjustments handbook 2025-26 section 7.3.3 – 7.3.5 and 7.4

Where a specialist assessor is required:

The assessor must have a thorough understanding of the current edition of the JCQ publication Access Arrangements and Reasonable Adjustments and the principals and procedures and accountabilities involved.

- The SENCo will advise the assessor that a report is required.
- It is the specialist assessor's responsibility to record the results of any tests completed indicating that the impairment has a substantial and long term adverse effect on the candidate's performance.

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- The assessor will act under the direction of the SENCo only.
- The SENCo will complete Form 9 (see appendix 1) for all students with EHCPs, which don't require a specialist assessor report.
- The specialist assessor will support the SENCo with the required information for Form 8 for any students without an EHCP (this will rarely occur at Treloar's)
- The specialist assessor is also responsible for working only within their area of expertise and in an ethical fashion.
- They must provide the SENCo with evidence of their qualifications.

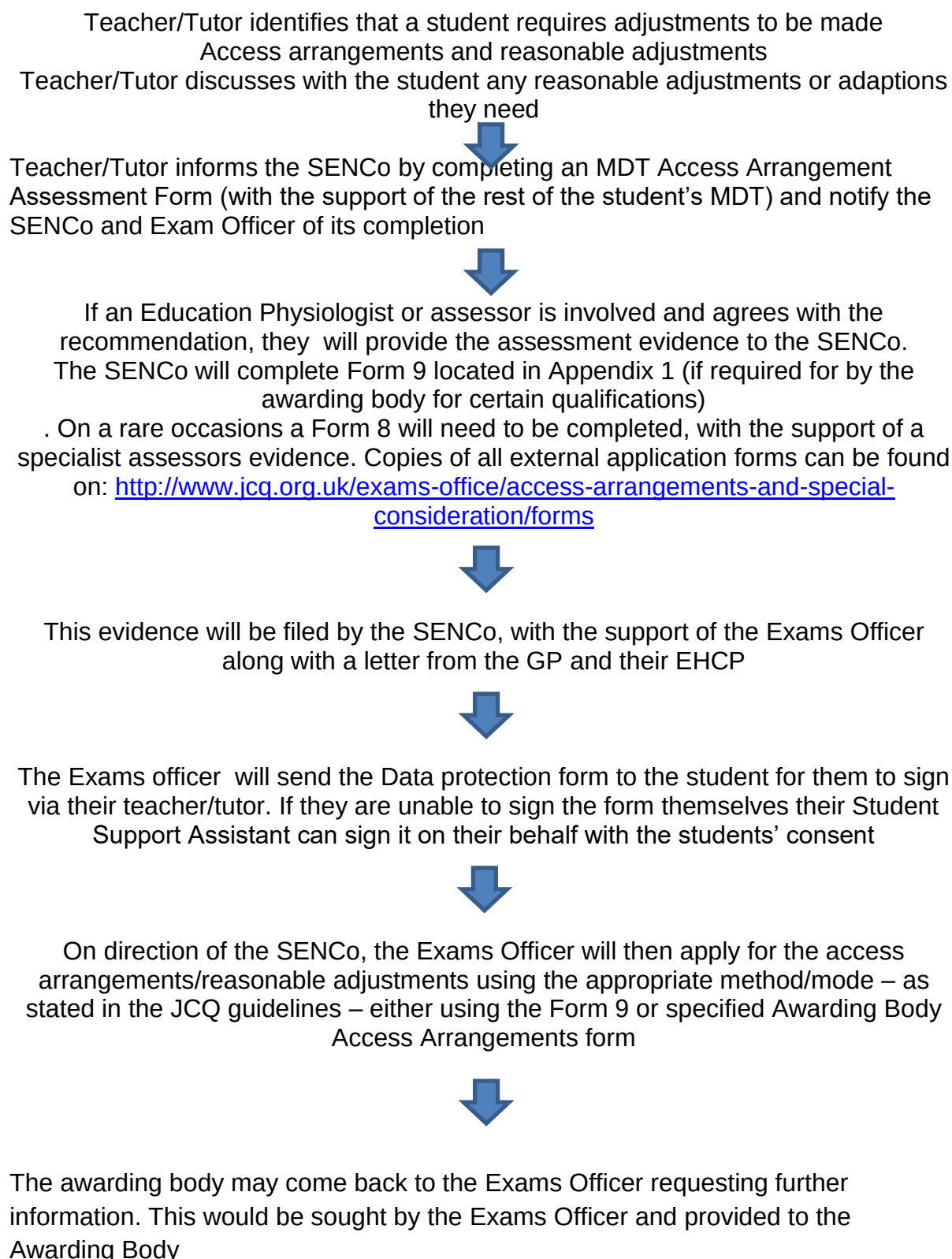
Exams Officer

- It is the responsibility of the Exams officer to submit applications on time with information from the SENCo, using the correct method/mode of application, to hold all supporting evidence, to ensure that agreed access arrangements meet the published JCQ criteria and have been put in place before the candidates first examinations
- The supporting evidence they will hold against each application could include:
 - Form 9 (Appendix 1)
 - Form 8 and any specialist assessor reports (if required)
 - Access Arrangements MDT Assessment based on students' normal way of working 2025 – 26 (Appendix 3)
 - EHCP
 - Letter from GP
 - Signed data protection form (Appendix 4)
- For students completing examinations at HSDC: Alton College, the Exams Officer would ensure the above information is provided to the HSDC: Alton College Exams Coordinator. There will be ongoing liaison between the Exams Officer and the Alton College Exams Coordinator. If the specialist assessor has carried out an assessment for students who are completing GCSE/ GCE qualification and they are not qualified psychologists or specialist teachers holding a SpLD Assessment practicing certificate the Exams office would register.

HSDC: Alton College Co-ordinator

- The Alton College Coordinator will ensure the Treloar's SENCo is fully informed in line with the deadline dates in section 7 of any applications required for access arrangements which are going through the Alton College examination office. This will ensure that the Treloar's Exams Officer can provide the Alton College Exams Officer with all the supporting documentation
- The Alton College Coordinator will act as a liaison between the Exams Officer and the Alton College Exams Officer.

6. Flow Diagram of process



Internal and External Deadline Dates

Arrangements must be processed and approved before an examination or assessment, no later than the published deadline as below.

Exam series	Access arrangement	Final deadline
November 2025	Modified papers	20 September 2025
November 2025	All other access arrangements	1 November 2025
January 2026	Modified papers	4 October 2025
January 2026	All other access arrangements	21 October 2025
June 2026	Modified papers	31 January 2026
June 2026	All other access arrangements	21 March 2026

Applications must be processed and approved before an examination or assessment, no later than the published deadline as above. Applications must be processed by the respective deadline.

Late applications on account of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the published deadline are permissible. Centres **must** process applications as per **Chapter 8**, , Processing applications for access arrangements and adjustments using Access arrangements online where required.

Any application processed after the published deadline may be subject to scrutiny.

SENCoS must ensure that the appropriate paperwork is on file and available for inspection.

7. Implications of Policy/Procedure

7.1 Training Requirements

- The Exams Officer and / or SENCo need to attend regular updates on the JCQ and Awarding Body requirements.
- All Treloar's teachers/tutors need to be fully briefed on the contents of this policy/procedure and their role within it
- All Alton College Teachers, teaching Treloar's students need to be fully briefed on the contents of this policy/procedure and their role within it

7.2 Communication Requirements

How will the Policy/procedure be communicated:	Via SharePoint Teachers/Tutor Meetings HSDC: Alton College Examination Team	
Who will ensure the above communication is carried out:	Head of School and College SENCO Treloar's HSDC Alton College Co-ordinator Exams Officer	
Do the changes made to this policy/procedure affect any other policies/procedures? If yes, has this been communicated to the policy/procedure author/owner	No	

7.3 Other Implementation Requirements

None required

8. Monitoring and Review

8.1 Internal Audit

On an annual basis an internal audit of 20% audit sample will be carried out of access arrangements and reasonable adjustment applications will take place (this will include students studying at HSDC: Alton College, even though they will be registered under Alton College's centre number. See quality calendar for when this will take place.

The audit will check the following:

- Has the SENCo been provided with the relevant information they need by the Teacher/Tutor and did it meet internal deadlines set? Was information passed onto the Exams Officer in time to meet external deadlines?
- For the applications sampled - Does the evidence file held by the Exams Officer have:

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- Form 9 (appendix 1)
- Class Access Arrangement summary spreadsheet (Appendix 2)
- **Access Arrangements MDT Assessment based on students' normal way of working** (Appendix 3)
- Student's current EHCP
- Signed data protection form (appendix 4)

8.2 Policy Review

This policy will be reviewed and updated annually to meet any changes in the JCQ guidelines

9. Links to other related policies, procedures or documents (internal)

- SMT 042 Assessment Malpractice Policy
- SMT 055 Controlled Assessments Policy
- SMT086 Exam Policy

10. Further sources of information (external)

The JCQ Guidelines: The JCQ Adjustments for candidates with disabilities and learning difficulties – Access Arrangements and Reasonable Adjustments – General and Vocational Qualifications.

[Access Arrangements, Reasonable Adjustments and Special Consideration - JCQ Joint Council for Qualifications](#)

Individual awarding body guidelines

11. Revision History - Revised yearly as JCQ guidance changes.

IMPORTANT NOTES:

It is essential for those with designated responsibilities to familiarise themselves with the sources of information, referred to above.

Policy documents describe mandatory minimum standards and will be subject to audit and review. Line managers are required to ensure suitable and sufficient arrangements are in place to meet policy requirements, including the provision of information and instruction to staff.

Appendix1 Current Form 9 – Proof of Need

[Forms - JCQ Joint Council for Qualifications](#)

[New-Form-9-2025-2026-2.pdf](#)

Appendix 2

Access Arrangements Request for Treloar students taking exams –

Student Information			Access Arrangements							Modified Paper?				PC Arrangements				AAC	Other	
Surname	Forename	Qualifications	Same as last year?	Extra Time (%)	Scribe	Reader	Practical Assistant	Word Processor	Prompter	Rest Break (%)	A3 (Enlarged by us)	Non Interactive Electronic	Braille	Other (Please specify)	Software (eg. Read Write)	Non-standard Keyboard (please)	Non-Standard Mouse (Please)	Other (Please Specify)	AAC User (Please Specify)	Additional Information

I confirm that the above arrangements are the normal way of working for these students and that they need these arrangements in place for all exams and coursework.

Name	Position	Signature	Date

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Appendix 3 - Access Arrangements MDT Assessment based on students' normal way of working 2025 – 26

Name of Student:	
Subjects/Qualifications:	
Date of Assessment:	
Names and job roles of staff involved in completing this assessment:	
Assessment Area	• Assessment commentary (leave blank any that are not applicable). • Please give any subject specific information. • You may list/reference documents which include this information/evidence within the commentary rather than repeat information. However, please submit these documents along with this completed form as additional evidence
Slow speed of work	
Slow speed of processing	
Difficulty in processing information	
Has difficulty with following instructions	
Slow speed of reading	
Slow speed of writing/typing	
Written work does not match to verbal ability	
Has difficulty with reading comprehension e.g understanding questions/interpreting text	

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Struggles to finish work in a given time	
Has difficulty meeting targets set	
Unable to concentrate	
Maths: Struggles to interpret graphs/tables	
Maths: Has difficulty inputting information into a calculator	
Maths: Uses adapted Maths equipment	
Maths: Needs assistance using Maths equipment	
Needs practical assistance with equipment, papers or other objects using in an exam or assessment	
SSAs help with reading	
Requests work to be read back	
Uses Read and Write Gold	
Needs use of a laptop/PC for assessments/exams for themselves or for a scribe (if yes please state which)	
Uses a scribe	
Uses Dragon Dictate	
Has work enlarged	
Is given extra time to complete tasks. What is the maximum extra time	

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the student may need to complete an assessment/exam (in % terms)	
Requires regular rest breaks due to fatigue, pain etc. (please state reason) and how often rest breaks are required	
Requires remote invigilation as would need to complete assessments/exams off site (<i>Section 5.20 of JCQ access arrangements document</i>)	
Requires assessment/exams timetable variation (if you feel this will be needed, please speak to Head of Quality/Exams Officer before completing this part of the assessment (<i>Section 5.21 of JCQ access arrangements document</i>)	
Any Other adaptations/access arrangements in place as part of the student's normal way of working	

Appendix 4

Personal data consent from Examination Candidate (aged 13 or over): Access Arrangements Online



TO:	Examination centre name:	[Insert name of school] (the "Examination centre")
	Examination centre details:	[Identify the school as a legal entity. E.g. for maintained schools the name of the Academy Trust or Local Education Authority, or for private schools the name of the company, the country it is incorporated in and its registration number.]
	Address:	[Insert address of school]
	Examinations officer or SENCo:	Name: [Insert name] Job title: [Insert job title] Email address: [Insert contact email address]
	Data Protection Officer:	[Name or Not applicable] [Contact details for DPO, if applicable. LEAs will have a DPO. Some other exam centres may have one.]
FROM:	Full name:	[Insert name of student] (the "I", "my", "me")
	Date of birth:	[dd/MM/yyyy]
	Full name of Mother/ Father/ Guardian who signs (if applicable):	[Insert name of Mother/Father/Guardian who countersigns for the student]
	Home address:	[Insert home address of student and counter-signatory]

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 Examination centre applying for access arrangements on my behalf and to use and share information about me, as described in the Privacy Notice, for the purposes of the application.
3. I know I have the right to withdraw my consent at any time, and I will tell the Examinations officer or SENCo if I want to withdraw my consent.
4. I know that the Privacy Notice may change and the Examination centre must tell me about any new Notice. It is my responsibility to tell the Examinations officer or SENCo, after I have been told about the new Notice, if I want to change my mind about my consent.
5. I know that if I do not give my consent, or if I withdraw it, the Examination centre might not be able to process access arrangements for me.

My signature:

Countersigned:

(Mother/ Father/ Guardian)

Dated:

Privacy Notice for Examination Candidate aged 13 or over: Access Arrangements Online

This Notice applies to the following **Examinations**:

AQA Applied General qualifications, AQA Level 1, Level 2 and Level 3 Technical qualifications, Cambridge Nationals, Cambridge Technicals, FSMQ, GCE, GCSE, OCR Level 3 Certificates, WJEC Level 1 and Level 2 General qualifications, WJEC Level 1 and Level 2 Vocational qualifications and WJEC Level 3 Applied qualifications from the following **awarding bodies** - AQA, CCEA, OCR, Pearson and WJEC, who are represented by the **JCQ** (the Joint Council for Qualifications CIC).

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

Access arrangements take account of one of the following impairments when you take an examination; your learning difficulty, medical condition, physical disability or sensory impairment.

Your controller

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

A **controller** is someone who uses your personal information for their own purposes. The contact details for the Examination centre are overleaf. Contact details for the awarding bodies can be found at: <https://www.jcq.org.uk/contact-us/contact-details-for-jcq-and-members>

Personal information

To apply online for access arrangements the Examination centre must use your name, Date of Birth, candidate number, Year Group and the academic year(s) when you will take the examinations. They must also confirm what your difficulties are. If the online application for access arrangements is rejected, your Examination centre will need to provide details about your difficulties, and the nature of your impairment, to the awarding bodies for consideration.

How your personal information is used

If you sign the form overleaf to give consent, the Examination centre will apply online for your access arrangement(s). The online system is operated by the JCQ on behalf of AQA, CCEA, OCR, Pearson and WJEC. The online system is programmed to make a decision about your application. If the application is rejected and your Examination centre refers the decision, it will have to provide details about the nature of your impairment and your particular difficulties to the relevant awarding body/bodies. Your information may be used for other purposes, without your consent, in some circumstances, such as to comply with law or to combat crime. The awarding bodies use your personal information in the UK, where laws protect the information. Your personal information will only leave the EU if you or your Examination centre are outside the EU, where such laws may not apply. You can find more details, including the legal basis for the use of your personal information by your Examination centre and the awarding bodies at: <https://www.jcq.org.uk/exams-office/information-for-candidates-documents/information-for-candidates---privacy-notice>

Your choices

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

Your rights

If you sign the form overleaf 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. To exercise rights, if you live in the UK or EU, just tell the Examinations officer or SENCo using the contact details overleaf, and (wherever you live, if the application has already been made) tell the awarding bodies 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/information-for-candidates---privacy-notice>

Data Protection Confirmation by the Examinations officer or SENCo

You are applying online for access arrangements in relation to a specific candidate who you have entered for one or more of the examinations as listed on **page 2** of the JCQ publication *Access Arrangements and Reasonable Adjustments*.

Before the application can be processed online, in your capacity as the Examinations officer or SENCo for your Examination centre you **must** confirm the following:



The Candidate, that this application relates to, has signed and dated the AAO Candidate Consent Form **prior to** the processing of an online application, and I hold (and will retain for [not less than 2 years]) the paper original of the signed AAO Candidate Consent Form.

If applicable, the candidate's parent or guardian has countersigned the AAO Candidate Consent Form.

The term **AAO Candidate Privacy Notice** means the document entitled "Privacy Notice for Examination Candidate aged 13 or over: Access Arrangements Online".

The term **AAO Candidate Consent Form** means the document entitled "Personal data consent from Examination Candidate (aged 13 or over): Access Arrangements Online".

The terms **access arrangements**, **Examinations**, **awarding bodies**, **JCQ** and **Examination centre** have the meanings given to them in the AAO Candidate Privacy Notice.