



The HENRY
BEAUFORT *School*

Disability Policy (Exams)

Centre Number	58277
Updated	28/04/2026
Current Policy Created by	Mr M Coe
Current Policy Approved by	Mrs H Briggs
Head of Centre	Miss S Hearle

The Henry Beaufort School Disability Policy (Exams) 2025/26

This policy is reviewed annually to ensure compliance with current regulations

Updated April 2026

MCoE ANCo

Key staff involved in the policy

Role	Name(s)
ANCo	Mr M Coe
ANCo Line Manager (Senior Leader)	Miss S Hearle
Head of Centre	Miss S Hearle
Assessor(s)	Ms J Selman and Mrs C Pan
Access Arrangement Facilitator(s)	Learning Support Team (trained for specific arrangements)

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Purpose of the Policy

This document is provided as an exams-specific supplement to The Henry Beaufort disability/accessibility policy/plan which details how the school will

“recognise 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” [[Gen regs approved centres 23-24 FINAL-1.pdf](#)]

This publication is further referred to in this policy as [GR](#)]

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

1. Identifying the need for appropriate arrangements, reasonable adjustments, and/or adaptations (referred to in this policy as ‘access arrangements’)
2. Requesting access arrangements
3. Implementing access arrangements and the conduct of exams

The Equality Act 2010 Definitions of Disability

A definition is provided on page 9 of the current JCQ publication Adjustments for candidates with disabilities and learning [Access Arrangements, Reasonable Adjustments and Special Consideration – Joint Council for Qualifications](#)

This publication is further referred to in this policy as [AA](#).

1 Identifying the Need for Access Arrangements

Roles and Responsibilities

Head of Centre

- Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ publications including [GR](#) and [AA](#).

Senior Leaders

- Are familiar with the entire contents of the annually updated JCQ publications including [GR](#) and [AA](#).
- If the SENDCo is unavailable, presents the files of access arrangements candidates when requested by a JCQ Centre Inspector and addresses any queries/questions raised.

Special Educational Needs and Disabilities Coordinator (SENDCo)

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication [AA](#).
- Ensures the quality of the access arrangements process within the centre.
- Ensures staff roles, responsibilities, and processes in identifying, requesting, and implementing access arrangements for candidates are clearly defined and documented.
- Ensures an appropriately qualified assessor(s) is appointed and that evidence of the assessor's qualification(s) is obtained before he or she assesses candidates and that evidence of the qualification(s) of the person(s) appointed is held on file.
- Presents, when requested by a JCQ Centre Inspector, evidence of the assessor's qualification.
- Ensures the assessment process is administered in accordance with the regulations and that the correct procedures are followed as per Chapter 7 of AA.
- Ensures a policy demonstrating the centre's compliance with relevant legislation is in place.
- Ensures a statement is provided which details the criteria the centre used to aware and allocate word processors for exams and assessments.
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance.
- Ensures arrangements put in place for exams/assessments reflect a candidate's normal way of working within the centre.
- 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 and assessments.

- Provide information to evidence the normal way of working of a candidate.
- Conducts appropriate assessments to identify the need(s) of a candidate.
- Provides appropriate evidence to confirm the need(s) of a candidate.
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body.
- 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.
- Ensures, where form 8 is required to be completed, the original form is signed and dated as required prior to approval being sought and that the original form is provided for processing and inspection purposes.
- Ensures the names of all other assessors, who are assessing candidates studying qualifications listed in [AA](#), are entered into AAO to confirm their status including any professionals working outside the centre.
- 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).
- 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).
- Ensures that, where approval is required, this is applied for by the awarding body deadline.
- Maintains a file for each candidate that will include:
 - 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 those qualifications listed in [AA](#) (where approval is required), a print out of the AAO approval and a signed data protection notice
- Maintains a current detailed list of student trial and JCQ approved access arrangements accessible to all staff.
- Liaises with teaching staff regarding any appropriate modified paper requirements for candidates.
- Presents files when requested by a JCQ Centre Inspector and addresses any queries/questions raised.

Teaching Staff

- Inform the SENDCo of any support that might be needed by a candidate and provide evidence to support applications.
- Support the SENDCo in determining the need for any implementing access arrangements

Support Staff (for example, Learning Support Practitioners)

Provide comments/observations to support the SENDCo in painting a holistic picture of need confirming normal way of working for a candidate.

Assessor of Candidates with Learning Difficulties

(An assessor of candidates with learning difficulties will be an appropriately qualified access arrangements assessor/psychologist/special assessor)

- Has detailed understanding of the current JCQ publication [AA](#).

2 Requesting Access Arrangements

Roles and Responsibilities

Special Educational Needs and Disabilities 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.
- 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.
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates.
- Liaises with the exams officer (EO) regarding facilitation and invigilation of access arrangement candidates in exams.
- Liaises with teaching staff regarding any appropriate modified paper requirements for candidates.

Use of Word Processors

Please see separate Word Processor Policy

Exams Officer

Is familiar with the centre contents of the annually updated JCQ publication [GR](#) and is aware of information contained in [AA](#) where this may be relevant to the EO role.

Applies for approval where this is required, through Access Arrangements Online (AAO) as directed by the SENDCo.

Confirms, by ticking the 'Confirmation' box prior to submitting the application for approval, that the 'malpractice consequence statement' has been read and accepted by the SENDCo.

Following the appropriate process (AAO for those qualifications listed in [AA](#); JCQ Form 7 of 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.

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.

3 Implementing Access Arrangements and the Conduct of Exams

Roles and Responsibilities

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).

Head of Centre

- Supports the SENDCo, 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.

Special Educational Needs and Disabilities Coordinator (SENDCo)

- Ensures 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).
- Appoints appropriate centre staff as a facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe, or Sign Language Interpreter).
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s).
- Liaises with the EO where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams.

Exams Officer

- Understands and follows instructions for Invigilation arrangements for candidates with access arrangements and Access arrangements in [ICE 2023-2024](#).
- 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.
- Supports the SENDCo in implementing appropriate access arrangements for candidates.
- Ensures invigilators supervising access arrangement candidates are trained in the role and understand the invigilation arrangements required for access arrangements candidates as detailed in [ICE 7](#) and [8](#).
- Ensures cover sheets, where these are required by the arrangement, are completed as required by facilitators and invigilators.

- Ensures appropriate seating arrangements are in place where different arrangements may need to be made for a candidate to facilitate access to his/her exams.
- Ensures invigilators are briefed prior to each exam session of the access arrangements in place for a disabled candidate in their exam room.
- 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).
- Makes modifications that are permitted by the centre that may be required e.g. an A4 to A3 enlarged paper, provides coloured overlays for candidates requiring a different coloured background or as specified by the SENDCo a word processor with filter.
- Understands that where permitted/approved, secure exam question paper packets may need to be opened early where preparation is required by the facilitator (Oral Language Modifier, Live Speaker, Sign Language Interpreter only).
- Ensures that the facilitator only has access to the papers 60 minutes prior to the published start time of the exam.
- Prints pre-populated cover sheets from AAO where this is required for those qualifications listed in [AA](#).
- Provides cover sheets prior to the start of an exam where required for particular access arrangements and ensures that these have been fully completed before candidates' scripts are dispatched to examiners/markers.
- 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.
- Liaises with the SENDCo where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams.
- 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.

IT Staff

- Support the SENDCo and the Exams Officer to ensure appropriate arrangements, (secure accounts, secure printing) adjustments and adaptations are in place to facilitate word processing or online exams.

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.

Special Educational Needs and Disabilities Coordinator (SENDCo)

- Liaises with teaching staff to implement appropriate access arrangements for candidates.
- Ensures centre-delegated and awarding body approved arrangements are in place prior to a candidate taking his/her first formal supervised assessment.

Teaching Staff

- Support the SENDCo in implementing appropriate access arrangements for candidates.

Internal Exams

These are exams or tests which are set and marked within the centre; normally a precursor to external assessments.

Special Educational Needs and Disabilities 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.
- Provide exam materials that may need to be modified for a candidate.

Exams Officer

- Supports the SENDCo in implementing appropriate access arrangements for candidates.
- Provides the SENDCo/Assistant SENDCo with internal exam timetable to ensure arrangements are put in place when required.

IT Staff

- Support the SENDCo and the exams officer to ensure appropriate arrangements (secure accounts, secure printing), adjustments, and adaptations are in place to facilitate word processing or online exams.

Facilitating Access – The Henry Beaufort School 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, the 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
A medical condition which prevents the candidate from taking exams in the centre	Examinations conducted at home	<p>SENDCo gathers evidence prior to examinations to support the need for the candidate to take exams at home (medical, pastoral)</p> <p>Approval confirmed by SENDCo; EO submits appropriate ‘alternative site for the conduct of exams form’ 6 weeks prior to examinations start time</p> <p>Pastoral head provides candidate with exam timetable and JCQ information for candidates</p> <p>Risk assessment visit carried out prior to examinations start date</p> <p>EO allocates invigilator and support personnel to candidate’s timetable; confirms time of collection of exam papers and materials</p> <p>Invigilator, where appropriate, records rest breaks (time and duration) on incident log and confirms set time given for exam</p> <p>Invigilator briefs EO after each exam on how candidate’s performance in exam may have been affected by his/her condition</p> <p>EO discusses with SLT responsible for exams if candidate is eligible for special consideration (candidate present but disadvantaged)</p>

		EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence
Persistent and significant difficulties in accessing written text	Reader 25% Extra time Separate invigilation within the centre	Papers checked for those testing reading 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 Separate accommodation provide to minimise disruption and accommodate arrangements
Significant difficulty in concentrating	Prompter	Gathers evidence to support substantial and long-term adverse impairment Confirms with candidate how and when they will be prompted Briefs invigilator to monitor candidate and the method of prompting (tap on desk, say name etc.)
A wheelchair user	Rooms Facilities Seating arrangements Desks Emergency Evacuation arrangement	Allocates exam room on ground floor near adapted bathroom facilities Spaces desks to allow wheelchair access Provides suitable desk for wheelchair access and height Seats candidate near exam room door Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room