



SPECIAL NEEDS AND ACCESS ARRANGEMENTS

Head Teacher	Anita Spires
Chair of Governors	Katherine Russell
Reviewed	February 2024 February 2026
Date last ratified by LGB	March 2026
Renewal date	March 2028

Contents Page:

1.	Equality Act 2010	2
2.	Special Needs	2
3.	Access Arrangements	2
4.	Access Arrangements at Beechwood School	3
5.	Reasonable Adjustments	3
6.	Special Consideration	3
7.	General Access Arrangements and Reasonable Adjustments	3
8.	Arrangements for Testing / Exams	4
	Internal Assessments	
	External Exams	

THE EQUALITY ACT 2010 – SPECIAL NEEDS AND ACCESS ARRANGEMENTS

1. Equality Act 2010

- The Centre agrees to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010. This includes a duty to explore and provide access to suitable courses and make reasonable adjustments to the services the centre provides to disabled candidates.
- All exam centre staff must ensure that the Access Arrangements and special consideration regulations and guidance are consistent with the law.

2. Special Needs

- A candidate's special needs requirements are determined by the SENDCO, educational psychologist and any other external specialists.
- The SENDCO will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam, and the date of that exam. The SENDCO can then inform the individual members of staff of any special arrangements that the individual candidates may be granted during the course and in the exam.

3. Access Arrangements

- Special arrangements for candidates to take exams is the responsibility of the SENDCO and the Exams Officer.
- Submitting completed Access Arrangement applications to the awarding bodies is the responsibility of the SENDCO and the Exams Officer.
- Rooming/cover/invigilation for Access Arrangement candidates will be arranged by the SENDCO.
- Invigilation and support for Access Arrangements will be organised by the SENDCO.
- For the purposes of examinations, the Centre's approach under the Equality Act 2010 is defined by Access Arrangements, Reasonable Adjustments and Special Consideration. A definition of each category is detailed below:

Access Arrangements

Access Arrangements are agreed before an assessment. They allow candidates with special educational needs, disabilities or temporary injuries to access the assessment.

Access Arrangements allow candidates to show what they know and can do without changing the demands of the assessment and must reflect the candidate's normal way of working in the classroom and in internal assessments: for example, readers, scribes, modified papers, word processor and extra time.

An Access Arrangement which meets the needs of a disabled candidate would be a 'reasonable adjustment' for that particular candidate under the Equality Act 2010.

4. Access Arrangements at Beechwood School

Beechwood School aim to ensure that all students have equal access to examinations and are neither advantaged nor disadvantaged over their peers by any long term, substantial SEND/or ALN which fall into the following four categories: -

1. Communication and interaction.
2. Cognition and learning.
3. Social, emotional and mental health
4. Sensory and/ or physical needs.

5. Reasonable Adjustments

The Equality Act 2010 requires awarding bodies to agree reasonable adjustments for disabled candidates where they would otherwise be at a substantial disadvantage compared with a candidate who is not disabled. Reasonable adjustments are intended to reduce or remove the effect of that substantial disadvantage in an assessment.

The fairness of the adjustment will depend on the needs of the disabled candidate. An adjustment may not be considered reasonable if it involves disproportionate costs or time frames, or if it affects the security, integrity or demands of the assessment.

6. Special Consideration

Special consideration is an adjustment to a candidate mark or grade which is applied post-examination to reflect temporary injury, illness or other indisposition at the time of the assessment.

7. General Access Arrangements and Reasonable Adjustments

Below is a list of general Access Arrangements Beechwood School use, and can be applied to many qualifications. In line with JCQ regulations, access arrangements are divided into those which are centre delegated and those which require prior approval from the awarding bodies through Access Arrangements Online (AAO). All arrangements are granted on the basis of evidence of need and must reflect the candidate's normal way of working.

Centre delegated access arrangements:

- Alternative accommodation
- Bilingual dictionary
- Colour overlays
- Examination on coloured/enlarged paper
- Separate invigilation
- Supervised rest breaks
- Use of a Word processor
- Read aloud (where permitted by the awarding body)

Access arrangements requiring prior approval via Access Arrangements Online (AAO):

- Computer Reader (where permitted by the awarding body)
- Extra time of up to 25%
- Modified papers

- Practical assistant for written papers
- Prompter
- Reader
- Scribe/voice activated computer system/voice input system

8. Arrangements for Testing / Exams

Internal Assessments

All teaching staff are given access to the list of students qualifying for exam access Arrangements (EAA). However, it is sensible to see this as a joint responsibility between the teacher and the student to ensure that the appropriate arrangements are in place for all internal assessment opportunities.

External Exams

It is the responsibility of the Exam Team, usually working in conjunction with the SEND Department, who take responsibility for organising the exam access arrangements for external exams.