



# **Special Educational Needs and Disability (SEND) and Access Arrangements Policy**

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## 1.0 Introduction

The college recognises its duty to ensure fair and equitable treatment of all learners by promoting access for learners with disabilities, learning needs and medical conditions providing additional support and where necessary to make reasonable adjustments in line with the Children and Families Act 2014, the guidance provided in the Special Educational Needs and Disabilities (SEND) Code of Practice 2014, the Special Educational Needs (SEN) Regulations 2014, The Special Educational

Needs (Personal Budgets) Regulations 2014 in relation to Education Health and Care Plans and the Equality Act 2010.

A student may have a temporary, or permanent additional learning need for one or a variety of reasons (see below). A student is said to have an additional learning need if they require additional, extra, or different learning provision than the majority of their ‘mainstream peers’. For instance, the 1981 Education Act states that a child has a “learning difficulty” if he/she has a significantly greater difficulty in learning than the majority of children at that age; or has a disability which either prevents or hinders him/her from making use of the educational facilities generally provided at that age.

The college may have pupils who have one, or more of the following types of additional educational need. A child with special educational needs or disability (SEND) is one who may not be able to gain full access to the curriculum offered to the majority. Their needs will be identified as:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Physical and/or sensory

The above areas of need are not mutually exclusive and students may have difficulty in one or more of these areas. A student with sensory or physical impairment might be regarded as more, or less, able and display some emotional or behavioural difficulties, which further complicate the student’s needs.

In addition, additional learning needs are often dynamic in nature. Some forms of learning difficulty will relate to a particular context. A student having specific learning difficulties with writing and spelling, for example, might not reveal any difficulty in an oral situation.

Any, or all, of the following, identify pupils as experiencing additional learning needs:

- a) previous college information/records
- b) information from parents/guardians
- c) information from outside agencies/other professionals
- d) assessment data
- e) staff concern and referral
- f) Individual Education Plan (IEP)
- g) an Education, Health and Care (EHC) plan

If a student is identified as potentially having a SEN through one or more of the above, the SENDCo will carry out an assessment which may result in the creation of an IEP for the student, as per Appendix C.

The student body at CSFC Cambridge is composed of international students from a range of countries. As part of the admissions process such students are assessed for English language proficiency and must demonstrate a standard of English as set out in the Admission Policy. Students whose first language is not English also receive support in English as an additional language as part of their college timetable. As a consequence of the assessment on admission and academic support

routinely given to students with English as an additional language, such students are not regarded as having a learning difficulty solely on the basis of English language proficiency.

## 2.0 Statement of Policy

- 2.1 In order that all students with additional learning needs in CSFC benefit as fully as possible from their education, the college believes that all staff share a common understanding of the contemporary concept of additional learning needs.
- 2.2 All staff understand and acknowledge their role as teachers of students with SEND.
- 2.3 All staff understand their responsibilities in, and procedures for, identification, assessment and support for students with SEND.
- 2.4 Each department identifies practical ways in which teaching content and learning processes can be differentiated to accommodate students with learning, sensory and/or physical impairments and those pupils who are more able or talented.
- 2.5 Each department makes its staff familiar with some of the practical adaptations they may be able to make to the curriculum, the teaching methods and materials and/or to the teaching environment.
- 2.6 All staff know whom they should approach and what information they should present if students do not progress. Initially, the Head of Department/senior teacher in a department with no head, and thereafter the Special Educational Needs and Disabilities Co-ordinator (SENDCo) and Exams Officer or in the absence of staff in these roles, the Head
- 2.7 Teachers use the form in appendix B to begin the process of identifying SEND. The form is to be submitted to the SENDCo or Head in their absence.
- 2.8 Each faculty/department has procedures for monitoring the progress of all the students.
- 2.9 The college has effective means of communication with parents, outside agencies and support services.
- 2.10 The college involves parents as soon a SEND issue is identified.
- 2.11 The college holds an electronic register of all students with SEND, to include any Individual Education Plans (IEPs) and associated documents. Teaching staff have access to this information.
- 2.12 The staffing provision takes into account the extent and nature of SEND within the college.
- 2.13 The ethos and management of the college facilitates the sharing of concerns, the exchange of expertise and the pooling of constructive ideas.
- 2.14 Where a student is identified as having SEND, action will be taken to remove the barriers to learning. This SEND support will involve the creation of an Individual Education Plan (see Appendix C).
- 2.15 Staff are aware of the support that is available to them regarding SEND INSET and via the SENDCo/ Exams Officer that are employed within the college.
- 2.16 Newly appointed staff will be acquainted with identification and support procedures within the colleges via their induction programme.
- 2.17 The college acknowledges that positive working relationships with parents have a critical bearing on pupils' educational progress and social development.

## 3.0 Implementation and Monitoring

- 3.1 The implementation of this Policy is the responsibility of the SENDCo, SMT and Heads of Department.
- 3.2 Following this, it is the responsibility of the Heads of Department/senior teacher in a department with no head, to forward the information to other members of his/her department:
  - to ensure the Policy is interpreted at a departmental level and
  - to monitor the implementation and effectiveness of the Policy.
  - to refer any student, if they have any SEND concerns to the SENDCo
  - to use the SEND classroom as a source for information and guidance for SEND students
- 3.3 On-going liaison is necessary between the SENDCo, Exams Officer and each Head of Department/senior teacher in a department with no head.

## 4.0 Access Arrangements

- 4.1 Access Arrangements explains the actions taken to ensure inclusion throughout the College for all students with SEND. This forms an integral part of our teaching and learning philosophy, which seeks to create a learning environment whereby every individual student may fulfil his or her full potential.
- 4.2 The Equality Act 2010 extends the application of the Equality Act to general qualifications. All examination centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.
  - All exam rooms are accessible; chairs are available when queuing outside when required.
  - There is an appropriate toilet near or in all of these areas.
  - Emergency evacuation procedures are appropriate for all candidates and risk assessments are carried out as appropriate prior to the examination series.
  - If any candidate needs to take regular medication, invigilators will make this possible.
  - The Exams Officer should be notified if there are any exceptional health issues.
  - Any specialised equipment will be provided and an appropriate examination area selected.
  - Invigilators will be briefed of any exceptional issues concerning communication or other factors, which may affect the candidate.
  - Recruitment of invigilators will follow normal college policy with regards to disabled applicants.
  - All invigilators either will receive group training including disability issues or will work alongside an experienced invigilator.
  - SENDCo will make the Exams Officer aware of any issues concerning individuals in the main exam rooms.
  - The SENDCo will take the lead in making access applications based on their close knowledge of the needs of students under their care. They will produce a list of the

students involved together with their concessions and this list will be available in all exam rooms in the files.

- Any complaints made by candidates with disabilities should be directed in the first instance to the Examinations Officer who will initiate an enquire
- 4.3 Access arrangements are agreed before an assessment. They allow students to demonstrate their skills, knowledge and understanding without changing the demands of the assessment. The intention behind access arrangements is to meet the particular needs of a candidate without affecting the integrity of the assessment.
- 4.4 Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make ‘reasonable adjustments.’

## 5.0 Reasonable Adjustments

- 5.1 The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.
- 5.2 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.
- 5.3 How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.
- 5.4 There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment.

## 6.0 Special Consideration

- 6.1 Special consideration is a post-examination adjustment to a candidate’s mark or grade to reflect temporary illness, temporary injury or some other event outside of the candidate’s control at the time of the assessment, which has had, or is reasonably likely to have had, a material effect on a candidate’s ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.
- 6.2 Special consideration can only seek to go some way to assist a candidate affected by a potentially wide range of difficulties, emotional or physical, which may influence performance in examinations. It cannot remove the difficulty faced by the candidate. There will be situations where candidates should not be entered for an examination. Only minor adjustments can be made to the mark awarded because to do more than this would jeopardize the standard of the examination. **[JCQ A guide to the special consideration process Chapter 1]. This document is further referred to in this policy as [SC](#).**

## 7.0 Eligibility for special consideration

- 7.1 **Roles and responsibilities**  
Head of Centre

- Is familiar with the contents, refers to and directs relevant centre staff to the annually updated JCQ publication [SC](#)
- Ensures that, where relevant and in eligible situations, applications for special consideration are submitted to awarding bodies by the Specialist teacher.

#### **Exam Officer/ SENDCo/ Vice Principal Academic**

- Understands the criteria as detailed in [SC](#) to determine where candidates will/will not be eligible for special consideration
- Ensures that, where relevant and in eligible situations, applications for special consideration are submitted to awarding bodies

#### **Teaching staff and/or SENDCo**

- Provide any appropriate evidence or information that may be required to determine a candidate's eligibility for special consideration.

#### **Candidates (or parents/carers)**

- Provide any medical or other evidence that may be required to determine eligibility for special consideration

## **7.2 Applying for special consideration**

7.2.1 Where eligible, special consideration is applied for in a specific exam series where candidates “have been fully prepared and have covered the whole course but performance in the examination, or in the production of controlled assessment, coursework or non-examination assessment, is materially affected by adverse circumstances beyond their control.” [\[SC 2\]](#)

7.2.2 Where a candidate may arrive for an exam and is clearly unwell, extremely distressed and/or may have sustained an injury that requires emergency access arrangements to be put in place:

- the candidate will be kept comfortable and under supervision from the required time while appropriate arrangements are put in place for he/she to take the exam in the best possible conditions
- a judgement will be made on how the candidate's situation or disposition affected performance in the exam
- where appropriate and where eligible, special consideration is applied for

7.2.3 Where candidates may be affected by a major disturbance in the exam room (emergency evacuation etc.), special consideration is applied for on behalf of all candidates.

7.2.4 Where a candidate takes three or more timetabled exams on the same day and the total duration of all papers is more than 5 hours 30 minutes (GCSE) or more than 6 hours (GCE) including *any approved extra time but not any time taken for supervised rest breaks* special consideration for an allowance on last paper taken is applied for.

7.2.5 Where a candidate may be affected by a minor disturbance in the exam room caused by another candidate (momentary bad behaviour, mobile phone ringing

etc.), special consideration cannot be applied for.

7.2.6 If a candidate is absent for acceptable reasons, and the centre can verify this, special consideration is applied for if the exam missed is in the terminal series and the minimum requirements for enhanced grading in cases of acceptable absence can be met. If there is an opportunity to re-enter the candidate in the next available exam series, the centre will make the entry and special consideration is not applied for

7.2.7 Where other issues or problems affect a candidate or a group of candidates, special consideration is explored in [SC 5](#) and applied for where eligible. This might include, for example:

- requesting an honorary certificate
- a short extension to controlled assessment/coursework/non-examination assessment deadlines
- submitting a reduced quantity of controlled assessment/coursework/non-examination assessment (shortfall in work)
- lost or damaged work
- candidates taking an incorrect or defective question paper
- candidates undertaking the wrong controlled assessment assignment

7.2.8 Where a candidate may be eligible for special consideration (a post assessment adjustment) in a vocational qualification, the centre follows [SC 7](#) and awarding body guidance to determine if, when and how an adjustment can be applied for.

### 7.3 Processing applications for special consideration

7.3.1 Roles and responsibilities

#### **Head of Centre**

- Ensures where a candidate may be a relative of the Exams Officer, the application is authorised by an alternative member of centre staff

#### **Exam officer/ SENDCo/ Vice Principal Academic**

- Ensures applications are processed as required by the awarding bodies
- Keeps evidence to support applications on file until after the publication of results
- Meets the required deadline(s) for submitting applications

#### **Teaching staff and/or SENDCo**

- Provide any appropriate evidence or information that may be required to support a candidate's application for special consideration

#### **Candidates (or parents/carers) will**

- Provide any required medical or other evidence that may be required to support an application for special consideration

## 7.4 Submitting applications for special consideration

- 7.4.1 Where a candidate or group of candidates is/are eligible for special consideration applications are submitted to the relevant awarding body following the published processes in [SC](#).
- 7.4.2 Evidence to support applications is kept on file until after the publication of results.
- 7.4.3 Timetabled written exams:
- 7.4.3.1 For GCE and GCSE qualifications, applications for individual candidates are submitted online by logging into the relevant awarding body secure extranet site and following the links to special consideration
  - 7.4.3.2 The processes for submitting a single application to cover all exams where a candidate is present but disadvantaged and a separate application for each day where a candidate is absent from an examination for an acceptable reason detailed in [SC 6](#) are followed
  - 7.4.3.3 For other qualifications, applications are submitted online where the awarding body's secure system accepts these
  - 7.4.3.4 The paper [form 10](#) JCQ/SC Application for special consideration is only completed and submitted where the online system does not accept applications for a particular qualification
  - 7.4.3.5 For groups of candidates, applications are made online where the awarding body's secure system accepts group applications or form 10 will be completed
  - 7.4.3.6 The paper [form 14](#) JCQ/ME Self certification for candidates who have missed an examination is only completed by a candidate where circumstances warrant this and is not used where the centre knows the candidate was ill

## 7.5 Internally assessed work

- 7.5.1 Where appropriate, applications are made online where the awarding body's secure system accepts them or form 10 is completed and submitted
- 7.5.2 Where a short extension to a deadline is being requested an application is submitted online or by direct email, dependent on the awarding body
- 7.5.3 Where an application relates to a shortfall in work, this is submitted online or by completing form 10, dependent on the awarding body
- 7.5.4 Where an application relates to lost or damaged work, this is submitted online or by completing [form 15](#) JCQ/LCW Notification of lost centre assessed work, dependent on the awarding body

## 7.6 Post assessment adjustments – vocational qualifications

- 7.6.1 Where relevant and eligible, form [VQ/SC](#) Application for special consideration Vocational qualifications is completed and submitted to the awarding body

## 8.0 Access Arrangements at Cardiff Sixth Form College

- 8.1 CSFC aims 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 which fall into the following four categories:
- 8.2 Communication and interaction.
- 8.3 Cognition and learning.
- 8.4 Social, emotional and mental health
- 8.5 Sensory and/ or physical needs.
- 8.6 We will do this by applying the rules for Access Arrangements as set out in the most recent Joint Council for Qualifications regulations. We believe it is important to abide by the JCQ regulations, so that there is parity in how access arrangements are awarded throughout a student's time at college.
- 8.7 We will use every opportunity to identify students' needs from their first contact with the college. Professional reports are requested that demonstrate SEND and a recommendation for a reasonable adjustment to be made to meet the student's needs and the type of access arrangements that are appropriate. Access arrangements reflect the support that is usually given to the student in the classroom, internal exams and mock examinations. This is commonly referred to as 'normal way of working.'
- 8.8 When might students need to be given Exam Access Arrangements
  - 8.8.1 An Exam Access Arrangement (EAA) is a provision or type of support given to a student (subject to exam board approval) in an exam, where a particular need has been identified and is provided so that the student has appropriate access to the exam.

### **Scribe**

A scribe is a responsible adult who writes or types a candidate's dictated answers in an examination or non-examination assessment, except in speaking tests. A scribe may also refer to the use of a word processor with spelling and grammar check enabled.

**Criteria:** The candidate must have a substantial and long-term impairment that affects their ability to write, or they must be unable to write or type at sufficient speed even with extra time. The arrangement must reflect the candidate's normal way of working. In modern foreign languages, every word must be dictated letter by letter.

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### **Reader**

A reader is a responsible adult who reads the instructions, questions, or relevant text to a candidate.

**Criteria:** The candidate must have a substantial and long-term impairment that causes persistent and significant reading difficulties, and there must be a genuine need for the arrangement.

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### **Prompter**

A prompter is a responsible adult who keeps the candidate on task and moving through the examination.

**Criteria:** This arrangement is allowed where the candidate has a substantial and long-term impairment causing persistent distractibility or difficulty concentrating.

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### **Read Aloud**

A candidate may read aloud to themselves in order to better understand text. They must be accommodated separately.

**Criteria:** The candidate must consistently struggle to understand what they read unless they hear the text aloud, and this must reflect their normal way of working.

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### **Separate Room**

Separate or individual invigilation away from the main exam room.

**Criteria:** The candidate must have a substantial and long-term impairment that warrants separate accommodation and this must reflect their normal way of working.

**Updated 2025/26 requirement:** JCQ now specifies that *the use of an alternative room with one-to-one invigilation applies where the candidate has a serious medical condition such as frequent seizures, Tourette's, or significant behavioural issues which would disturb other candidates in the examination room.* [\[jcq.org.uk\]](http://jcq.org.uk)

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## Modified Papers

Modified papers are individually prepared where standard formats are unsuitable.

**Criteria:** Centres must notify awarding bodies early. Papers may be modified for candidates with visual, physical, or cognitive needs requiring a different format.

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## Word Processor

A word processor may be used so the candidate types their answers, with spelling and grammar check disabled.

**Criteria:** Must reflect normal way of working and be justified by a difficulty such as slow handwriting, medical needs, motor difficulties, sensory impairment, organisation issues, or poor legibility.

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## Rest Breaks

Supervised rest breaks allow a candidate to pause without accessing exam materials, with all paused time added at the end.

**Criteria:** The candidate must have a substantial and long-term impairment giving rise to persistent and significant difficulties. This arrangement is available for cognition and learning needs, communication and interaction needs, medical conditions, sensory/physical needs, and social, emotional and mental health needs.

**2025/26 amended wording:** JCQ now states: *“Where a candidate has an impairment other than a learning difficulty, the SENCo should consider the option of supervised rest breaks before making an application for 25% extra time”*—changing the previous requirement to “trial and exhaust.” [\[jcq.org.uk\]](http://jcq.org.uk)

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## Extra Time

Extra time may be awarded at 25%, 25–50% (in exceptional circumstances), or above 50% if justified by very substantial impairment.

**Criteria:**

- The SENDCo must determine need based on IEP evidence or **Form 8** supported by a qualified assessor.
- Standardised score requirements remain:
  - **Two below average standardised scores of 84 or less;** or
  - **One score of 84 or less and one low average score between 85–90,**

and in each case the scores must come from *two different areas* (speed of reading, speed of writing, cognitive

processing).

- Complex cases require extensive centre-held evidence of persistent and significant classroom difficulties.

**2025/26 updated requirement:**

Form 8 Part 1 **must include teacher feedback and evidence of the candidate's normal way of working.** JCQ states it is no longer acceptable for Part 1 to contain merely "skeleton information."

**Evidence expectations:** JCQ emphasises that centres should provide **quality rather than quantity**, and that a small, representative sample is sufficient. [[patoss-dyslexia.org](http://patoss-dyslexia.org)] [[jcq.org.uk](http://jcq.org.uk)]

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## **Live Speaker (MFL Listening)**

A responsible adult reads the recorded audio script aloud.

**Criteria:** Used for candidates with persistent and significant difficulty following speech at normal speed.

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## **Language Modifier**

A responsible adult clarifies carrier language but does not explain technical or subject-specific terms.

**Criteria:** The candidate must have a *very substantial and long-term impairment* resulting in very persistent difficulties in accessing and processing information. Candidate must have a **standardised score of 69 or below** in reading comprehension and/or vocabulary.

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## **Bilingual Dictionary (with up to 25% extra time)**

A bilingual translation dictionary may be used by candidates whose first language is not English, Welsh, or Irish.

**Criteria:** The candidate must have entered the UK within the previous three years and have had no prior English. The dictionary must be checked for annotations. At AS/A level, the 25% extra time component is not permitted.

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## **Communication Professional**

A sign-language interpreter (BSL/ISL Level 3 or above) who interprets instructions and rubrics.

**Criteria:** The candidate must use sign language as their normal way of working. The Communication Professional may sign instructions but not questions in MFL or English/Welsh/Irish Language exams. They must finger-spell technical terms and must not alter meaning.

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## **Alternative Site**

The candidate takes the examination at a residential address or hospital.

**Criteria:** Must be due to medical, emotional, social, or mental-health reasons. The centre must hold written evidence for inspection.

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## Practical Assistant

A responsible adult performs permitted practical tasks not part of the assessment objectives.

**Criteria:** Used for students with poor motor coordination or severe visual impairment. The assistant must not perform any task being assessed. The centre must list all permitted tasks in the online application.

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## Other Arrangements

Includes items such as coloured overlays, tinted glasses, reading rulers, magnifiers, CCTV, squared paper, ear defenders, and fidget devices.

**Criteria:** Must reflect a substantial and long-term impairment and the candidate's normal way of working.

**2025/26 note:** JCQ highlights the logistical constraints of enlarging or recolouring papers on exam day and advises SENCOs to consider alternatives such as overlays or tinted glasses. [[cdn.educat..esuk.co.uk](http://cdn.educat..esuk.co.uk)]

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## Exemptions

An exemption allows a disabled candidate to miss a component.

**Criteria:** Only permitted when no accessible alternative route exists. It is considered an arrangement of last resort, and certificates will show that not all assessment objectives were completed.

## 9.0 Word Processing

- a) \_\_\_\_\_ This policy on the use of word processors in examinations and assessments is reviewed and updated annually, on the publication of updated JCQ regulations and guidance contained in the publications [Access Arrangements and Reasonable Adjustments](#) and [Instructions for conducting examinations](#).
- b) References to 'AA' relate to JCQ Access Arrangements and Reasonable Adjustments 2025-2026 and ICE to JCQ Instructions for conducting examinations 2025-26
- c) Principles for using a word processor
  - c.1 Cardiff Sixth Form College complies with AA chapter 4 Adjustments for candidates with disabilities and learning difficulties regulations and guidance as follows:

### (AA 4.2.1)

- Candidates with access to word processors are allowed to do so in order to remove barriers

for disabled candidates which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties

- The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate

**(AA 4.2.2)**

- The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question

**(AA 4.2.3)**

- Candidates may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands of our candidates, the need for the use of a word processor is considered on a subject-by-subject basis

**(AA 4.2.4)**

- The use of a word processor is considered and agreed where appropriate at the start of the course. Candidates are subsequently aware that they will have the use of a word processor for examinations and controlled assessments/coursework
- Candidates are made aware that they will have the use of a word processor for examinations and non-examination assessments (including controlled assessments/coursework)

**(AA 4.2.5)**

- The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support:
  - 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 college tests and mock examinations
- The only exception to this is where an arrangement may need to be put in place because of a temporary injury or impairment at the time of an exam or assessment.

**d) The use of a word processor**

- .d.1 Cardiff Sixth Form College complies with AA chapter 5 Access arrangements available as follows:

**(AA 5.8.1)**

- Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off)
- Only grants the use of a word processor to a candidate where it is their normal way of working (see above) within the centre
- Only grants the use of a word processor to a candidate if it is appropriate to their needs (for example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand)
- Only grants the use of a word processor to a candidate if their handwriting is illegible
- (The above also extends to the use of electronic brailers and tablets)

**(AA 5.8.2)**

- Provides access to word processors to candidates in non-examination assessments (including
- Controlled assessments or coursework) components as standard practice unless prohibited by the specification

**(AA 5.8.3)**

- Allows candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers are also aware that examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations, which require more simplistic answers, are often easier to handwrite within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and screen.

**(AA 5.8.4)**

- In all cases, ensures that a word processor cover sheet (Form 4) is completed and included with each candidate's typed script ensures in Functional Skills English (Reading and Writing components) the use of a word processor with the spell check facility switched on is permitted for all candidates
- Does not simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home.
- A word processor cannot be granted just because a candidate prefers to use one (see AA publication page 54)

**e) Word processors and their programmes**

- .e.1 Cardiff Sixth Form College complies with ICE 8.8 *Word processors* instructions by ensuring:
  - must be used as a typewriter, not as a database, although standard formatting

software is acceptable;

- must have been cleared of any previously stored data, as must any portable storage medium used. An unauthorised memory stick must not be used by a candidate. When needed, the centre must provide a memory stick, which is cleared of any previously stored data, to the candidate;
- must be in good working order at the time of the examination;
- must be accommodated in such a way that other candidates are not disturbed and cannot read the screen. Where a candidate using a word processor is accommodated in another room, a separate invigilator will be required;
- must either be connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium. This must be done after the examination is over. The candidate must be present to verify that the work printed is his or her own. Word processed scripts must be attached to any answer booklet which contains some of the answers;
- must be used to produce scripts under secure conditions, otherwise they may be refused;
- must not be used to perform skills which are being assessed;
- must not give the candidate access to other applications such as a calculator (where prohibited in the examination), email, the Internet, social media sites, spreadsheets;
- must not include graphic packages or computer aided design software unless permission has been given to use these;
- must not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe or is using speech recognition technology (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking;
- must not include computer reading (text to speech) software unless the candidate has permission to use a computer reader;
- must not include speech recognition technology unless the candidate has permission to use a scribe or relevant software;
- must not be used on the candidate's behalf by a third party unless the candidate has permission to use a scribe.
- An awarding body may require a word processor cover sheet to be included with the candidate's typed script. Please refer to the relevant awarding body's instructions.
- Centres may retain electronic copies of word-processed scripts. The electronic copy of a word-processed script may be accepted by an awarding body where the printed copy has been lost. However, the centre would need to demonstrate to the awarding body that the file has been kept securely. The head of centre would be required to confirm this in writing to the awarding body.

## f) **Laptops and tablets**

- .f.1 Cardiff Sixth Form College further complies with ICE 8.8 instructions by ensuring:
  - tablets used during examinations/assessments are designed to run for a long period of time once fully charged and are 'free-standing';
  - the battery capacity of all laptops and/or tablets is checked before the candidate's examination(s) with the battery sufficiently charged for the entire duration of the

examination;

- candidates are reminded that their centre number, candidate number and the unit/component code must appear on each page as a header or footer;
- candidates using Notepad or WordPad software (which do not allow for the insertion of a header or footer) are instructed to handwrite their details as a header or footer once they have finished the examination and printed off their typed script; candidates are also supervised to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way;
- candidates are instructed to appropriately number each page;
- candidates are instructed to use a minimum 12pt font and double spacing;
- invigilators remind candidates to save their work at regular intervals;
- where it is possible 'auto save' is set up on each laptop/tablet;
- candidates are present at the end of the examination when their script is printed off so they can verify that the work printed is their own.

### **g) Accommodating word processors in examinations**

- .g.1 The use of word processors is internally accommodated at Cardiff Sixth Form College in the following manner:
  - Students have to have been granted Access Arrangements or have other significant reasons for using a laptop in their examinations. All students using laptops are accommodated separately away from the main examination in the hall to ensure that poser supplies are easily accessible and that laptop screens are not overseen by other candidates.
- .g.2 Invigilation arrangements relating to the use of word processors include the following:
  - Invigilators at Cardiff Sixth Form College have received training and a copy of the college's Word Processors in Examinations policy.
- .g.3 Other arrangements relating to the use of word processors include:
  - .●.1.1 All candidates using word processors will be given a USB storage device on which they save their work. A designated person will accompany them to the Exams Office at the end of their exam where their work will be printed off in their presence. Candidates will be required to sign each sheet to confirm that it is their own work and then be asked to sign the Word Processor Exam Cover sheet declaration. The sheets will then be attached to their answer booklet with their candidate details completed on the front cover. All files will then be deleted from the storage device and returned for secure storage by the Exams Officer.

## h) **What evidence is needed to apply for EAA (Exam Access Arrangements)?**

- .h.1 There are a number of pieces of evidence that can be used to apply for EAA to Joint Council for Qualifications (JCQ):
  - Form 8 report from Specialist Teacher or Specialist Teaching Assistant
  - Previous EAA from Primary Schools/ other Education Providers
  - Subject teachers – examples of work as appropriate
  - Results of baseline tests e.g. reading/comprehension age, writing tests

## **10.0 Private Educational Psychologists Reports**

- 10.1 Some parents may have had their child assessed by a private educational psychologist and have then submitted the reports to the SENDCo as evidence that their child should be awarded extra time, or EAA. Private educational psychologist's reports cost a significant amount of money. This therefore means that children of parents who are unable to obtain a private report through their financial circumstances may be put at a disadvantage. Some families may utilise a specialist teacher instead of a Private Educational Psychologist. A Private Educational Psychologist report is not suitable for an Exam Access Arrangements application.
- 10.2 As an exam centre, we must be consistent in our decisions and ensure that no student is either given an unfair advantage or be disadvantaged by any arrangements put in place.

## **11.0 How students would be identified for Exam Access Arrangements:**

- They would have had EAA at KS4
- Parental Referral
- Subject Teacher Referral
- Information from previous colleges

### **11.1 Parent Referral**

- Parents can contact the college to ask for advice about testing if they have concerns with the progress and learning of their child. Once contact has been made with the parent, the SENDCo will investigate their concerns by sending a “round robin” to the child's teachers to gain information. Following this, a decision will be made as to whether it is appropriate to test a student.

### **11.2 Teacher Referral**

- As with Parent Referrals, teachers can refer a student to the SENDCo where they have concerns about the learning and progress of a student in their class. All of the student's current teachers will be asked to give feedback to gain information, and

following this a decision will be made as to whether to test a student for EAA. The SENDCo will then contact the parents if the concerns are founded.

### **11.3 How do staff and parents know whether a student has Exam Access Arrangements?**

Teaching and support staff will be informed about students that have Access Arrangements by the Examinations Officer/ SENDCo. This information is also on iSAMS. It is updated whenever students become entitled to it. The information about results of assessments for EAA are kept confidentially in line with college policy, are shared on a need to know basis. Staff will be informed of any changes to the EAA list via email. Parents will be informed of any tests results via a letter home, which states what they are entitled to, why and when.

## **12.0 What are the procedures for processing an application?**

Once the tests have been conducted and there is a recommendation from the tester for EAA, the SENDCo then applies for Access Arrangements via AAO. Specialist . The feedback is instant and at this point the EAA is added to the list of students and the parents are informed of the EAA by letter.

The application will require evidence of need, and the centre needs to hold evidence in its files that can be inspected at short notice. This can include:

- 12.1 Recommendations by teachers
- 12.2 Letters from outside agencies such as CAMHS (Children and Adolescent Mental Health Services), hospitals or doctors
- 12.3 Information from SALT (Speech and Language Team)
- 12.4 Statement of Educational Need or Education, health & Care Plans (EHCP)
- 12.5 Permission from the exam boards for the arrangement/s
- 12.6 A signed copy of the Form 8 report by the designated tester
- 12.7 A data protection form signed by the student

### **12.8 Deadlines for submitting applications for access arrangements and modified papers on-line for GCE qualifications**

- 12.8.1 Access arrangements may cover the entire course and GCE qualifications must be processed using access arrangements online as early as possible.
- 12.8.2 Arrangements must be processed and approved before an examination or controlled assessment/coursework as per the deadlines below.

Month of examination	Access arrangement	Final deadline
June 2026	Modified Papers	31 January 2026
June 2026	All other access arrangements	21 March 2026

- 12.8.3 The above dates are set by the JCQ and we will endeavour to test students after the dates above but they will not receive dispensation for that period. This is due to allocation of time to test late entries.
- 12.8.4 The deadline set by the JCQ is final, late entries will incur further inspections by the JCQ.
- 12.8.5 The decision to apply for access arrangements is based on evidence of a history of need, history of provision and an access arrangements report.

## APPENDIX A - Disabled candidates

- Refer to any examination board inspectors report to inform future practice
- Refer to JCQ General Regulations for Approved Centres booklet
- The Equality Act 2010

### The Equality Act 2010

CSFC Cambridge is partly accessible to disabled candidates:

- 13.0 There is a level main entry in the Medical and Resource hub and a wheelchair accessible ramp for entry into the Glisson Road Science Centre.
- 14.0 There are toilets suitable for disabled people in the Medical and Resource hub building.
- 15.0 The Emergency evacuation route has a level exit in the Medical and Resource hub and a wheelchair accessible ramp for exit from the Glisson Road Science Centre.
- 16.0 Examinations Officer and invigilators are responsible for providing chairs for queuing disabled candidates.
- 17.0 Examinations Officer is responsible for a suitable seating arrangement for disabled candidates.
- 18.0 Examinations Officer is responsible for providing a suitable table for disabled candidates.
- 19.0 Examination Officer, SENDCo and Heads of Department/senior teacher in a department with no head, will provide evidence to support an application for access arrangements and ensure that appropriate arrangements and facilities are made available which meet the requirements of any candidate with a disability. They include:
  - 19.1 Modified test papers (enlarged print, Braille, transcripts for hearing-impaired candidates, etc).
  - 19.2 Up to 25% extra time.
  - 19.3 A reader or scribe.
  - 19.4 Supervised rest breaks.
  - 19.5 Different coloured scripts.
  - 19.6 Use of bilingual dictionary.
  - 19.7 A prompter.
  - 19.8 Use of a computer or other technology.
  - 19.9 Use of an individual room.
- 20.0 Any invigilator who would have to supervise a disabled candidate would be made aware of sensitive issues of learning support needs of the candidate, issues of language and communication with him/her.

## **APPENDIX B - Checklist for Early Detection of SEND**

*Note - a 'Google Forms' version of this document will be used in 2025-26.*

Full name of student: .....

Teacher: .....

Indicate on this form concerns with any of the following areas\*:

- Significant discrepancy between oral and written performance
- Persistent difficulties with spelling easy or common words
- Erratic spelling
- Difficulty getting ideas down on paper
- Problems putting things in sequential order
- Written work fails to express the student's understanding, ideas or vocabulary
- Easily misreads or miscopies
- Loses place easily when reading or following instructions
- Has difficulty seeing errors- cannot proof-read
- Finds reading new words difficult
- Handwriting may be messy, poorly constructed or immature
- Shows left / right confusion
- Finds it difficult to memorise / remember new facts, new words, and new instructions
- Has trouble generalising or acquiring and applying new rules
- Does not seem to learn by ordinary teaching methods
- May be described as a quick forgetter rather than a slow learner

What have you done so far to support this student?

Please describe this student's current achievement in your subject.

What do you expect to happen as a result of your referral?

\*NB: Not every student with SEND shows all these difficulties.

## APPENDIX C - Individual Education Plans

### Individual Education Plans (IEPs)

#### *What is an IEP?*

An Individual Education Plan (IEP), is a personalised plan and record of action undertaken to ensure that students with additional needs to those of their peers are fully included in the life of our learning community and have equal opportunity to fulfil their potential. Students will have an IEP if they have an SEND that requires an additional learning provision.

IEPs at the college are written and implemented according to the following principles:

- IEPs should be working documents with a practical value in the present moment – they should not be a ‘paper exercise’.
- IEPs should act as a profile outlining a student’s particular strengths and difficulties.
- IEPs should actively involve the student, parents / carers, colleagues and where necessary, external agencies.
- IEPs should work towards the outcome of ‘*every teacher is a teacher of special needs*’
- IEPs should outline action *additional and different* to everyday classroom practice, taking into account what the student can already do independently.
- IEPs should be accessible to all involved - using plain English, avoiding jargon and ‘information overload’.

#### *Who is entitled to an IEP?*

At CSFC only those students with disclosed learning needs are assigned an IEP.

For many students who present with milder difficulties, the IEP may act primarily as a ‘tip sheet’ outlining the nature of their additional needs and strategies (including equipment if necessary) for teachers to implement in the classroom.

For other students with more moderate difficulties the IEP will also outline interventions, access arrangements, involvement of external agencies and any related documents such as reports from external agencies and access arrangement folders.

#### *How is an IEP created and maintained?*

The following process is adhered to in the creation and maintenance of IEPs:

1. SENDCo identifies the additional needs of the student through information from previous colleges/

diagnoses, and information from staff/ student/ parents.

2. SENDCo arranges an IEP Meeting with student and gathers information from parents/ staff.
3. SENDCo holds an IEP Meeting with the student and relevant parties as appropriate. Additional needs are explained / discussed, outcomes and action agreed.
4. SENDCo drafts the IEP based on the notes from the IEP Meeting.
5. Where necessary, the IEP is sent to relevant parties to agree on content.
6. The IEP is sent to relevant staff members and uploaded to ISAMS. Addition information is recorded in SEND manager on iSAMS as appropriate
7. Each IEP is scheduled to be reviewed on a twice yearly (Sept / Oct and Feb / Mar) basis initially by the SENDCo in consultation with colleagues - with an IEP Meeting then called if necessary. An IEP may also be reviewed should the student present with heightened / changed additional needs or if they are due to exit the SEND Register.

*How is the effectiveness of an IEP reviewed?*

Each Individual Education Plan begins by outlining the intended outcomes of the action undertaken.

For most students at CSFC there will be a more generalised outcome focused on facilitating full access to teaching & learning in the classroom and any other opportunities for development & achievement.

Fulfilment of intended outcomes will be measured through consultation with colleagues, monitoring forms, EP and exam results, and IEP Meetings if applicable.