



Additional Learning Needs (ALN) and Access Arrangements Policy

August 2026

Document Quality Control

Original

Version	Author	Date	Reviewed By	Date
September 2016	Steven Gyampa	September 2016	Charlotte McQuaid	September 2016

Document Reviews/Updates

Document Version Editing	Reason for Review/Update	Reviewer	Date	Checked / Approved By	Date
Sept 2016	Change in staff roles	Charlotte McQuaid	March 2017	Craig Ford	March 2017
March 2017	Annual update	Craig Ford	March 2018	Charlotte McQuaid	March 2018
March 2018	Annual Update	Craig Ford/Helen Williams	November 2018	Gareth Collier	January 2019
January 2019	Document Formatting	Cerys Williamson	July 2019	Gareth Collier	August 2019
August 2019	Annual Update	Helen Williams	August 2020	Gareth Collier	August 2020
August 2020	Annual Update	Helen Williams	August 2021	Gareth Collier	August 2021
August 2021	Annual Update	Helen Williams	November 2022	Paula Downey	November 2022
November 2022	Annual Update	Helen Williams	August 2023	Paula Downey	August 2023
August 2023	Annual Update	Helen Williams	August 2024	Tom Arrand	August 2024
August 2024	Annual Update	Helen Williams	August 2025	Tom Arrand	August 2025

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Policy

1.0 Introduction

- 1.1 The Proprietors of Cardiff Sixth Form College recognise their duty to ensure fair and equitable treatment of all learners by promoting access for learners with disabilities, learning difficulties and medical conditions. Additional support is provided and, where necessary, reasonable adjustments are made in line with the Children and Families Act 2014, the guidance provided in The Additional Learning Needs Code for Wales 2021, the Equality Act 2010 and the ALNET Act (Wales) 2018.
- 1.2 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 they have a significantly greater difficulty in learning than the majority of children at that age; or has a disability which either prevents or hinders them from making use of the educational facilities generally provided at that age.
- 1.3 The Additional Learning Needs and Education Tribunal (Wales) Act 2018 Act sets out a two-step definition. Firstly, does the child or young person have a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise), and secondly does that learning difficulty or disability call for Additional Learning Provision (ALP)? If so, then the child or young person is considered to have ALN.
- 1.4 Under section 2 (figure 1) of the Act, a child or young person has a learning difficulty or disability if they:
 - have a significantly greater difficulty in learning than the majority of others of the same age; or
 - have a disability for the purposes of the Equality Act 2010 which prevents or hinders them from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.
- 1.5 Under section 2 (figure 2) of the Act, the definition of additional needs provision (ALP) is educational or training provision that is additional to, or different from that generally made for others of the same age.
- 1.6 The college may have students who have one, or more of the following types of additional learning need:
 - a) **less able students**, who will require additional support and/or strategies to ensure that they progress at an appropriate rate and that learning is suitably reinforced.
 - b) **students with sensory or physical impairment**, who might require modifications to be made to the curriculum or to the learning environment.
 - c) **students with specific difficulty with one aspect of learning**, which often affects other areas of the curriculum.
 - d) **students with social, emotional and behavioural difficulties**, which can often affect many aspects of their schooling including motivation, attendance and attitude to learning.
 - e) **students with language and communication difficulties**, which might require strategies to ensure students comprehend content and instructions.
 - f) **students with a medical condition**, which might require reasonable adjustments to be made to the delivery of content/ environment.
 - g) **students who have English as an additional language**.

- 1.7 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.
- 1.8 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.
- 1.9 Any, or all, of the following, identify students as experiencing additional learning needs:
 - a) previous school information/records
 - b) information from parents/guardians
 - c) information from outside agencies/other professionals
 - d) assessment data
 - e) staff concern and referral
 - f) Development Plan
- 1.10 If a student is identified as having an ALN through one or all of the above and the student requires an ALP, then a Development Plan will be undertaken to monitor and develop the progress of the students. (See Appendix A)

2.0 Statement of Policy

- 2.1 In order that all students with additional learning needs 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 ALN.
- 2.3 All staff understand the procedures for identification, assessment and support for students with ALN.
- 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 students 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 who they should approach and what information they should present if students do not progress. Initially, the Head of Department and thereafter the Additional Learning Needs Co-Ordinator and Exams Officer.
- 2.7 Each department has procedures for monitoring the progress of all students.
- 2.8 The college has effective means of communication with parents, outside agencies and support services.
- 2.9 The college involves parents when ALN are identified.
- 2.10 The staffing provision takes into account the extent and nature of ALN within the college.

- 2.11 The ethos and management of the college facilitates the sharing of concerns, the exchange of expertise and the pooling of constructive ideas.
- 2.12 Staff are aware of the support that is available to them regarding ALN training/ information and via the ALNCo/ Exams Officer within the college.
- 2.13 Newly appointed staff will be acquainted with identification and support procedures within the college via their induction programme.
- 2.14 The college acknowledges that positive working relationships with parents have a critical bearing on students' educational progress and social development.

3.0 Implementation and Monitoring

- 3.1 The implementation of this Policy is the responsibility of the ALNCo, SLT and Heads of Department.
- 3.2 Following this, it is the responsibility of the Heads of Department to forward the information to other members of their 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 ALN concerns to the ALNCo
- 3.3 On-going liaison is necessary between the ALNCo, Exams Officer and each Head of Department.

4.0 Access Arrangements

- 4.1 Access Arrangements explains the actions taken to ensure inclusion throughout the College for all students with additional learning needs (ALN). This forms an integral part of our teaching and learning philosophy, which seeks to create a learning environment whereby every individual student may fulfil their full potential
- 4.2 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.
- 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 Access Arrangements at Cardiff Sixth Form College

- 5.1 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 ALN which fall into the following four categories:
- Communication and interaction.
 - Cognition and learning.
 - Social, emotional and mental health
 - Sensory and/ or physical needs.
- 5.2 We will do this by applying the rules for Access Arrangements as set out in the most recent Joint Council for Qualifications regulations (<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/>)
- 5.3 We will use every opportunity to identify students' needs from their first contact with the college. Professional reports may be requested that demonstrate an ALN 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 assessments and mock examinations. This is commonly referred to as 'normal way of working.'
- 5.4 List of possible access arrangements and adjustments: (view in relation to <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/>)
- Supervised rest break
 - 25% extra time
 - Extra time of up to 50% (between 26% and 50% extra time)
 - Extra time of over 50%
 - Computer reader/ reader
 - Read aloud and/ or the use of an examination reading pen
 - Scribe/ speech recognition
 - Word processor
 - Braille transcript
 - Prompter
 - Language modifier
 - Live speaker for pre-recorded examination components
 - A Sign Language Professional
 - Practical assistant
 - Alternative site for the conduct of examinations
 - Other arrangements**
 - Exemptions
 - Bilingual translation dictionary with 25% extra time
 - Access to mobile phone for medical purposes
 - Remote invigilation through use of technology

- Timetable variation requiring overnight supervision for a candidate with a disability
- Timetable variation on the day of the exam for a candidate with a disability
- Listening to music/ white noise due to substantial impairment

** Alternative rooming arrangements, amplification equipment, blank sheet of paper for doodling, braille, colour naming by invigilator for candidates who are colour blind, colour overlays, examination question paper on coloured paper and/ or enlarged from A4 to A3, fidget toys and stress balls, low vision aid/ magnifier, non-electronic ear defenders/ ear plugs, non-electric headphones, optical character reader (OCR) scanners, timer on candidate's desk, squared paper for a candidate with visual spatial difficulties.

6.0 Word Processing

- 6.1 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](#).
- 6.2 References to 'AA' relate to JCQ Access Arrangements and Reasonable Adjustments 2026-2027 and ICE to JCQ Instructions for Conducting Examinations 2026-2027
- 6.3 **Principles for using a word processor**

6.3.1 Cardiff Sixth Form College complies with AA chapter 5.8 Adjustments for candidates with disabilities and learning difficulties regulations and guidance as follows:

6.3.1.1 AA 5.8.1-2

- Centres are allowed to provide a word processor with the spelling and grammar check facility/predictive text switched off where it is the candidate's normal way of working within the centre. (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.
- The use of word processors in non-examination assessment components will be considered standard practice unless prohibited by the specification.

6.3.1.2 AA 5.8.3

- A candidate may use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers
- A word processor cannot simply be granted to a candidate because they now want to type rather than write in examinations or can work faster on a keyboard, or because they use a laptop at home. The use of a word processor must reflect the candidate's normal way of working within the centre.
- A word processor **may** be granted if a student has one or more of the following:
 - a learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly;
 - a medical condition;
 - a physical disability;

- a sensory impairment;
- handwriting that is illegible;
- below average speed of handwriting and/ or processing.

6.3.2 A word processor may be granted at the discretion of the ALNCo

7.0 Private Educational Psychologist Reports

- 7.1 A growing number of parents are having their children assessed by private educational psychologists and submitting the reports to the ALNCo 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 parents who are unable to obtain a private report through their financial circumstances are put at a disadvantage.
- 7.2 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. Often private educational psychologists recommend that children should receive EAA which can conflict with what the centre tester (ALNCo) recommends. We will also look for evidence of a history of need.

8.0 How students may be identified for Exam Access Arrangements

- 8.1 Students can be identified using the following avenues.

- EAA at KS4
- Parental Referral
- Subject Teacher Referral
- Information from previous schools
- Assessment data

8.2 Parent Referral

- 8.2.1 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 ALNCO 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.

8.3 Teacher Referral

- 8.3.1 As with Parent Referrals, teachers can refer a student to the ALNCo where they have concerns about the learning and progress of a student in their class. All 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 ALNCo will then contact the parents if the concerns are founded.

APPENDIX A - Development Plans

What is a Development Plan?

A Development Plan 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 a Development Plan if they have an ALN that requires an additional learning provision (ALP)

In line with the ALNET Bill 2018 and contemporary research, Development Plans at the school are written and implemented according to the following principles:

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

Who is entitled to a Development Plan?

At CSFC only those students with disclosed additional learning needs are assigned a Development Plan and if they have an ALN that requires an ALP.

For many students who present with milder difficulties, the Development Plans 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 Development Plans 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 a Development Plan created and maintained?

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

1. ALNCo identifies the additional needs of the student through information from previous schools/ diagnoses, and information from staff/ student/ parents
2. ALNCo arranges a Development Plan meeting with student and gathers information from parents/ staff as appropriate.
3. ALNCo holds a Development Plan meeting with the student and relevant parties as appropriate. Additional needs are explained / discussed, outcomes and action agreed.
4. ALNCo drafts the Development Plan based on the notes from the Development Plan meeting.
5. Where necessary, the Development Plan is sent to relevant parties to agree on content.
6. The Development Plan is sent to relevant staff members and uploaded to ISAMS. Addition information is recorded in on ISAMS as appropriate
7. Each Development Plan is scheduled to be reviewed on a twice yearly (Sept / Oct and Feb / Mar) basis initially by the ALNCo in consultation with colleagues - with a Development Plan meeting then

called if necessary. A Development Plan may also be reviewed should the student present with heightened / changed additional needs or if they are due to exit the Additional Needs Register.

How is the effectiveness of a Development Plan reviewed?

Each Development 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, exam results and Development Plan meetings if applicable.

Development Plan Template 2026/27:

<https://docs.google.com/document/d/10ym2TZFB4wMoWsxLD8JBAYiXIHHsDMBpT1huh1lnoMw/edit?usp=sharing>