

# Exam Access Arrangements Policy

## 2024/25 Academic Year

| Policy Details                |   |                       |                        |
|-------------------------------|---|-----------------------|------------------------|
| <b>Policy Owner</b>           | Head of Admission, Registration and Exam Services |                       |                        |
| <b>CE Sponsor</b>             | Deputy Chief Executive                            |                       |                        |
| <b>Date created this year</b> | 20 <sup>th</sup> September 2024                   |                       |                        |
| <b>Version:</b>               | <b>Approved by:</b>                               | <b>Date approved:</b> | <b>To be reviewed:</b> |
| 1                             | College Executive                                 | 27 September 2024     | September 2025         |

| <b>Version Control</b> |   |
|------------------------|---|
| <b>Version Number</b>  | <b>Changes from previous 12 months policy</b>   |
| 1                      | <p><b>All references to student(s) changed to learner(s)</b><br/> <b>All references to college('s) changed to Colchester Institute('s)</b><br/> <b>All references to Centre Note removed</b></p>  |
| 1                      | <p><b>2. Exam Access Arrangements</b></p> <p><i>The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers are removed for a disabled candidate preventing them from being placed at a substantial advantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for disabled candidates. JCQ EAA 4.21</i></p> <p>Reference to 'temporary illness', 'or for whom English is an additional language' added</p>  |
| 1                      | <p><b>3. Key Principles</b></p> <p><b>Additional bullet points added:</b></p> <p>e) Although professionals from other organisations may give advice, they <b>cannot</b> make the decision regarding EAAs for Colchester Institute as they will not have a working knowledge of an individual learners needs and how their difficulties impact in the classroom and/or in timed assessments</p> <p>f) EAA must always be approved before the examination or assessment (JCQ AA 4.2).</p> <p>g) The need for access arrangements/reasonable adjustments must be considered on a subject-by-subject basis as the learner may not require the same in each</p> <p><b>Wording in brackets added to bullet point h):</b><br/>         (please see section 10 for more details).</p> |
| 1                      | <p><b>4.1 Involvement of parents and next of kin</b></p> <p>Updated date to 2024</p> <p><b>Removed this sentence</b> This will be through emails sent to the address held on Colchester Institute system</p> <p><b>Updated</b> It is the learners' responsibility for ensuring up to date contact information is held provided and updated as necessary</p> <p><b>Added the following bullet points:</b></p> <ul style="list-style-type: none"> <li>• Check the CI Connect App / Learner Hub prior to each exam to view the exam access arrangements that have been approved and put in place.</li> <li>• Notify the Exams Department immediately if your expected exam access arrangement is not showing on either the CI Connect App / Learner Hub</li> </ul>               |
|                        | <p><b>4.2 The EAA team will:</b></p>  |

|  |   |
|--|---|
|  | <p><b>Additional bullet point added to this section</b></p> <p>Ensure the assessment is completed by an assessor who has successfully completed a post- graduate course in individual specialist assessment at or equivalent to Level 7 or evidence of HCPC or SASC registration.</p> <p><b>Changed the word</b> 'system' to 'processes'</p>  |
|  | <p><b>7.1 Coloured paper/Overlay</b></p> <p><b>New section</b></p>  |
|  | <p><b>7.3</b></p> <p><b>Added bullet points:</b></p> <ul style="list-style-type: none"> <li>• The candidates' difficulties are well established and known to the relevant staff</li> <li>• There could be an adverse effect on other candidates if seated in the main exam room e.g. the need to reading aloud.</li> <li>• History of provision at a previous Examination Centre e.g. school.</li> <li>• Compelling evidence of need and rationale provided by teaching staff.</li> <li>• Relevant medical history</li> </ul> <p><b>Amended sentence:</b></p> <p>In order to provide a separate room, supporting evidence is required from both the teaching staff and the learner.</p> <p><b>Removed the word physical from the below sentence:</b></p> <p>candidates have a <del>physical</del> condition – either temporary or permanent needing privacy.</p> <p><b>Removed the below bullet points:</b></p> <ul style="list-style-type: none"> <li>• Medical recommendation from a Consultant or Specialist.</li> <li>• Mental health recommendation from a Consultant or Specialist.</li> </ul> <p><b>Added the sentence:</b></p> <p>A separate room can only be awarded in exceptional cases and where the relevant criteria has been met to support this need.</p> |
|  | <p><b>8 Retention of evidence</b></p> <p><b>Added the word</b> 'Form 9'</p>   |
|  | <p><b>9. Monitoring the use of approved Access Arrangements</b></p> <p><b>New Section</b></p>   |

## Equality Impact Assessment Tool

|          |   | Yes/No | Comments |
|----------|---|--------|----------|
| <b>1</b> | <b>Does the policy/guidance affect one group less or more favourably than another on the basis of:</b>      |        |          |
|          | Race or ethnicity   | No     |          |
|          | Disability  | No     |          |
|          | Gender  | No     |          |
|          | Religion or belief  | No     |          |
|          | Sexual orientation  | No     |          |
|          | Age   | No     |          |
|          | Marriage and Civil Partnership  | No     |          |
|          | Maternity and Pregnancy   | No     |          |
|          | Gender Reassignment   | No     |          |
| <b>2</b> | <b>Is there any evidence that some groups are affected differently?</b>                                     | No     |          |
| <b>3</b> | <b>If you have identified potential discrimination, are any exceptions valid, legal and/or justifiable?</b> | N/A    |          |
| <b>4</b> | <b>Is the impact of the policy/guidance likely to be negative?</b>  | No     |          |
| <b>5</b> | <b>If so, can the impact be avoided?</b>  | N/A    |          |
| <b>6</b> | <b>What alternatives are there to achieving the policy/guidance without the impact?</b>                     | N/A    |          |
| <b>7</b> | <b>Can we reduce the impact by taking different action?</b>   | N/A    |          |

## 1. Purpose and scope of this policy

The purpose of this policy is to provide clarity to learners, staff and parents/carers in relation to Colchester Institute's provision of Exam Access Arrangements (EAA) informed and guided by current legislation. The scope of this policy relates specifically to Further Education learners (including Access to Higher Education), and Apprentices, and those on government funded part time programmes. A separate policy applies to Higher Education, at University Centre Colchester.

## 2. Exam Access Arrangements

Colchester Institute's policy for access arrangements in examinations is determined by the JCQ (Joint Council for Qualifications) which regulates the exam access arrangements available and the way these are applied to most examinations which are conducted for the Awarding Bodies. Exam access arrangements must reflect a learners normal way of working.

*The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers are removed for a disabled candidate preventing them from being placed at a substantial advantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for disabled candidates. (JCQ AA 4.21)*

Exam access arrangements allow learners with Special Educational Needs and Disabilities (SEND), medical conditions, disabilities, temporary illness or injuries, or for whom English is an additional language to access exams and assessments. In this way, Colchester Institute acts as an agent of the Awarding Bodies to comply with the duty of the *Equality Act 2010* to make 'reasonable adjustments'.

A reasonable adjustment may be unique to an individual and may not be included in the list of available access arrangements included in this policy.

An adjustment may not be considered reasonable if it involves unreasonable costs, unreasonable time frames, or affects the security of the assessment. *Colchester Institute is bound by immovable deadlines for JCQ and the organisation/administration of examinations within Colchester Institute.*

## 3. Key Principles

Colchester Institute will endeavour to follow this policy to apply for and implement EAAs for eligible learners, however these key principles will ordinarily apply:

- a. Learners must declare the requirements for EAA on their application or enrolment, or within the first 6 weeks of their programme.
- b. Although evidence for EAAs can roll over from school or a previous educational provider not all EAAs automatically carry over and Colchester Institute cannot guarantee that a learner will continue to receive the same EAA.
- c. To receive EAAs learners must meet one or more of the following conditions:
  - i. declare previous EAAs so evidence can be rolled over where applicable,
  - ii. meet with college assessors and, where required, undertake a formal assessment,
  - iii. have a current Education Health and Care Plan (EHCP),
  - iv. provide appropriate medical evidence or,
  - v. demonstrate clear evidence of observed need reflected in “normal way of working” in their learning.
- d. Evidence must be obtained that EAAs represent a learner’s normal way of working and are not only applied in examinations and / or assessments.
- e. Although professionals from other organisations may give advice, they **cannot** make the decision regarding EAAs for Colchester Institute as they will not have a working knowledge of an individual learners needs and how their difficulties impact in the classroom and/or in timed assessments.
- f. EAA must always be approved before the examination or assessment (JCQ AA 4.2).
- g. The need for access arrangements/reasonable adjustments must be considered on a subject-by-subject basis as the learner may not require the same in each.
- h. If learners do not make use of their exam access arrangements during assessments and examinations, Colchester Institute may withdraw the provision of them (please see section 10 for more details).

## 4. Responsibilities

### 4.1 Learners must:

- Declare their need for EAA within the first 6 weeks of their programme, and where requested, provide the EAA team with any relevant information and evidence of their specific need, within the first 8 weeks of their programme, to enable them to make the appropriate assessment and recommendations for the learner. This evidence may include:
  - a. Information about exam access arrangements from their school or previous educational provider.

b. Evidence of the specific need – this will look different for different types of specific need:

i. **Learning difficulties:** Learners should talk to their school or previous educational provider and give permission for them to provide their Form 8 and details of their exam access arrangements.

ii. **Physical, sensory, mental health or neurodevelopmental impairment:** Learners should provide their diagnosis letter/report or evidence from a medical professional or specialist. Such as:

- *a letter/report from CAMHS, a HCPC registered psychologist, a medical consultant, a psychiatrist, a Speech and Language Therapist (SaLT); or*
- *a letter/report from the Local Authority Specialist Service, Local Authority Sensory Impairment Service or Occupational Health Service (JCQ AA 5.2.3)*

Please note: a GP's letter or prescription evidence would not normally be sufficient for EAA's where formal application to the JCQ/ Awarding bodies is required.

iii. **EHCP:** Where we have a copy of a current EHCP, learners should ask their school or previous educational provider to confirm which EAAs were implemented by them.

- Inform Colchester Institute if anything changes (e.g. new diagnosis of specific need or deterioration of condition) – this may have an impact on the recommended exam access arrangements.
- Attend exam access arrangement assessment appointments provided and sign the required data protection consent forms. In the event of learners not attending or missing appointments a further assessment will only be arranged in exceptional circumstances (for example, bereavement or medical emergency) as agreed by the Head of Additional Learning Support. Any learner will only be offered a maximum of two opportunities to re-arrange an appointment.
- Make reasonable use of allocated exam access arrangements to allow them to follow through to subsequent exams and assessments.
- Check the CI Connect App / Learner Hub prior to each exam to view the exam access arrangements that have been approved and put in place.
- Notify the Exams Department immediately if the expected exam access arrangement is not showing on either the CI Connect App / Learner Hub

**If learners with known existing support needs do not provide the evidence required within the first 8 weeks of their study programme, or if the necessary assessment appointment is missed, it will result in exam access arrangements being declined or not being in place in time for the exams.**

*Please see Appendix 1*

## **Involvement of parents and next of kin**

Where a learner is aged 17 or younger on the 31<sup>st</sup> August 2024, or where they are aged 19 – 24 and have a current EHCP, Colchester Institute will endeavour to include the learners' named next of kin (NoK) in all email communications about exam access arrangements. It is the learners' responsibility for ensuring up to date contact information is provided and updated as necessary.

## **4.2 The responsibilities of Colchester Institute:**

### **The EAA Team will:**

- Comply with the current regulations as set out by JCQ Regulations, *Access Arrangements, Reasonable Adjustments and Special Consideration*, or other Awarding Bodies as required.
- Coordinate the exam access arrangements process within Colchester Institute (see *assessment process below*).
- Ensure the assessment is completed by an assessor who has successfully completed a post-graduate course in individual specialist assessment at or equivalent to Level 7 or evidence of HCPC or SASC registration.
- Complete and submit relevant documentation required by JCQ Regulations and appropriate Examination Boards by Colchester Institute's set internal deadline dates and/or JCQ/Awarding Body external deadline dates in order to allow the Exam Office to prepare for the exams. A single application for approval is required for each candidate regardless of the Awarding body used. Deadlines apply for each examination series and each Awarding body. Please note applications cannot be submitted less than 10 working days before the exam takes place.
- Explain and agree exam access arrangement recommendations with the learner and inform staff via appropriate Colchester Institute processes.
- Comply with General Data Protection Regulations (GDPR) to ensure protection of learners' personal data.



- Arrange an appointment as required for an assessment with a Specialist Support and Exam Access Tutor to review EAAs. All endeavours will be made to arrange this on a learners' normal timetabled day and the learner will be released from classes to attend.

*Please see Appendix 2*

### **Process for curriculum and apprenticeship staff:**

- Course leaders and/or English and Maths tutors (as required) will complete an online tutor referral form to document learners' normal way of working (the differentiations in place to support learning).
- Where an EAA is declared within the first 6 weeks of the programme commencing, course leaders and/or English and maths tutors (as required) will complete a tutor referral form to request an EAA assessment or to match learner needs with rolled over evidence, which will include the evidence of normal way of working and the date of the learners' first assessment / examination.
- Where a course leader and/or English and maths tutor identifies previously undiagnosed evidence of a learning support need, through observation or assessment of written work, they will complete a tutor referral form to request an EAA assessment.
- When notified by the EAA team of a learner's meeting or assessment for EAAs the course leader and / or English and maths tutor will encourage the learner to attend by reminding them of the appointment time and, where applicable, releasing them from a timetabled session to attend.
- Course leaders and/or English and Maths tutors (as required) will be advised of the outcome of any meeting or assessment and informed of agreed EAAs for their learners.

*Please see Appendix 3*

### **5 Assessment process**

Learners are asked to declare their SEND and access arrangements when applying to Colchester Institute and / or at enrolment, and to confirm whether exam access arrangements were provided at their school or previous education provider.

Within the first 6 weeks of the start of their programme, learners who have declared a need for EAA will be contacted to provide relevant evidence in support of their request. Where applicable this request will also be sent to the learners' next of kin.

- If a medical condition or disability is declared, appropriate evidence will be requested (see learners' responsibilities); Information can be sent electronically to the EAA team: [EAA@colchester.ac.uk](mailto:EAA@colchester.ac.uk).
- If a current EHCP is in place learners may be asked to provide evidence from their previous school or education provider confirming the exam access arrangements that were applied.

**Once the appropriate evidence has been received it will either be processed so that EAA can be applied for or an appointment to assess for EAAs can be made.**

If the required evidence is not received by the end of the first 8 weeks of the programme of learning, Colchester Institute may not be able to process any exam access arrangements request in time for exams, except in extenuating circumstances (for example bereavement or medical emergency).

Colchester Institute will endeavour to process exam access arrangement requests at the earliest opportunity, based on the expected date of a learner's first assessment or examination.

Exam access arrangements will only be processed where they are supported by the centre and the candidate meets the published criteria for the arrangement(s) with the full supporting evidence in place

Learners (and NoK if applicable) will be notified if an Awarding Body does not approve an application for an EAA. Colchester Institute can appeal this decision on the learner's behalf.

A learner can appeal an Awarding Body's decision by completing the online Appeal Request form that is available on Colchester Institute Portal.

### **Late diagnosis of specific learning difficulty (SpLD) and temporary arrangements.**

In cases of a newly identified SpLD or where a learner has a temporary illness or injury at the time of an examination, Colchester Institute can review cases on an individual

basis. Whilst Colchester Institute will endeavour to put suitable adjustments in place, this may not be possible if there is insufficient time or evidence to organise the EAA prior to the exam. In the event that EAAs cannot be applied Colchester Institute can consider submitting a Special Consideration form at the time of the examination / assessment.

## **6 Centre Delegated Access Arrangements**

Organisations are able to implement a range of exam access arrangements without application to the Jcq / Awarding Body approval for the arrangements listed below, however Colchester Institute must be satisfied that:

- The learner has, or presents as having, an impairment which has a substantial and long-term effect, giving rise to persistent and significant difficulties, and the candidate is or is likely to be disabled within the meaning of the Equality Act. This must be evidenced by the learner holding a current EHCP, medical evidence of disability, evidence or history of learning difficulties or through a significant history and / or current and compelling observed difficulties in learning reflected by reasonable adjustments and normal way of working. In all cases this arrangement must reflect the learner's normal way of working.
- The learner has a need on a temporary basis as a consequence of a temporary injury. This must be evidenced by medical evidence in the form of a letter from a GP or treatment centre.
- A learner who has extenuating circumstances that occurs in the lead up to, or during the exam period, that are likely to impact on their usual exam performance will be considered for alternative arrangements. This must be supported by a member of the Senior Leadership Team.

Centre approved arrangements can include:

- Use of a word processor
- Alternative rooming arrangements
- Supervised rest breaks

## 7 Examples of specific needs and available access arrangements

This list is not exhaustive. All exam access arrangements are assessed based on the needs of the individual learner, their normal way of working, supporting evidence and what is considered reasonable by Colchester Institute.

| Examples of specific need   | Examples of available access arrangements (not exhaustive as dependent on the specific need)   |
|---|--|
| Cognition and learning<br>Communication and interaction<br>Medical condition<br>Sensory impairment<br>Physical impairment<br>Social, mental and emotional | Extra time<br>Reader or computer reader<br>Scribe (writer) or scribe typist/speech to text software<br>Word processor<br>Supervised rest breaks either inside or supervised outside the room<br>Prompter<br>*Coloured or modified examination papers/text<br>Coloured overlays<br>Smaller examination rooms or in exceptional circumstances an individual room |

\*See Section 7.1 for more information

### 7.1 Coloured paper / Overlay

Coloured paper, for those with visual stress can be provided from a standard range of colours. These colours can be supplied on the basis of known prior needs and current normal way of working.

At Colchester Institute the following colours are approved and available for use:

- Intense pink
- Pastel Pink
- Bright Yellow
- Pastel Yellow
- Billiard Green
- Royal Blue
- Salmon
- Violet
- Pastel Green

- Pastel Blue

Should the above colours not prove suitable, learners will be required to produce evidence of clinical assessment or will be advised to seek an intuitive colorimetry test with a suitably qualified optometrist.

Colour overlays of any colour can be used but the learner has to supply their own and ensure they bring to all classes, assessments and exams.

## **7.2 Word processor statement**

Learners with approved access to word processors are allowed to do so to remove barriers 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, and where it will not compromise the assessment objectives of the specification in question.

Learners 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 learners, the need for the use of a word processor is considered on a subject-by- subject basis.

The use of a word processor is requested either as part of a JCQ8 or an application from tutors providing reasoning and evidence as to why use of a computer is appropriate for the learner and includes evidence that this is their normal way of working.

A learner will not be granted the use of a word processor just 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.

Learners can only be granted the use of a word processor if it is appropriate to their needs (for example, poor/illegible handwriting; the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when written by hand).

When in use in an examination, word processors must be:

- used as a typewriter, not as a database, although standard formatting software is acceptable

- cleared of any previously stored data
- either connected to a printer so that a script can be printed off or have the facility to print from a portable storage medium at the end of the exam.
- unconnected to an intranet or any other means of communication
- cleared of predictive text software or automatic spelling and grammar check, unless the candidate has been permitted a scribe or is using voice recognition technology.

### **7.3 Use of Alternative rooming arrangements statement (Small or Separate Room)**

A small group may be recommended in a classroom accommodating up to 20 learners where it can be evidenced that sitting an exam in a large exam room would place a candidate at significant disadvantage to their peers and that this is their normal way of working, and where the EAA assessment indicates that:

- candidates need exam access arrangements, which would NOT disturb other candidates.
- candidates need or use strategies, which would NOT disturb other candidates.
- candidates have a medical condition NOT needing privacy.
- candidates have a long-term mental health condition – with supporting evidence from a Consultant or Specialist.
- candidates have a physical condition – either temporary or permanent NOT needing privacy.

A separate room (learner and invigilator in a room entirely separate from other learners) may be recommended where it can be evidenced that a small group provision would put them at a 'substantial disadvantage' to other candidates, where this is their normal and current way of working in assessments and mock examinations, and where the EAA assessment indicates that:

- The candidates' difficulties are well established and known to the relevant staff
- There could be an adverse effect on other candidates if seated in the main exam room e.g. the need for reading aloud.
- candidates have a medical condition needing privacy – with supporting evidence from a Consultant or Specialist.
- candidates have a mental health condition needing privacy– with supporting evidence from a Consultant or Specialist.
- candidates have a condition – either temporary or permanent needing privacy.

In order to provide a separate room, supporting evidence is required from both the teaching staff and the learner.

Evidence can be in the form of:

- History of provision at a previous Examination Centre e.g. school.
- Compelling evidence of need and rationale provided by teaching staff.
- Relevant medical history
- EHCP recommendation.

A separate room can only be awarded in exceptional cases and where the relevant criteria has been met to support this need. **Nervousness, low level anxiety or being worried about examinations is not sufficient grounds for separate invigilation at Colchester Institute.**

## **8 Retention of evidence**

Colleges are regularly inspected to ensure they have followed JCQ regulations; Colchester Institute is required to hold evidence in its files that can be inspected at short notice. For this reason, Colchester Institute will keep copies of evidence of need, Form 8, Form 9, letters from outside agencies, record of access arrangements used, together with a data protection form signed by the learner for a minimum of 3 years. All information and data, whether electronic or paper based, will be stored in accordance with Colchester Institute's GDPR policy.

## **9 Monitoring the use of approved Access Arrangements**

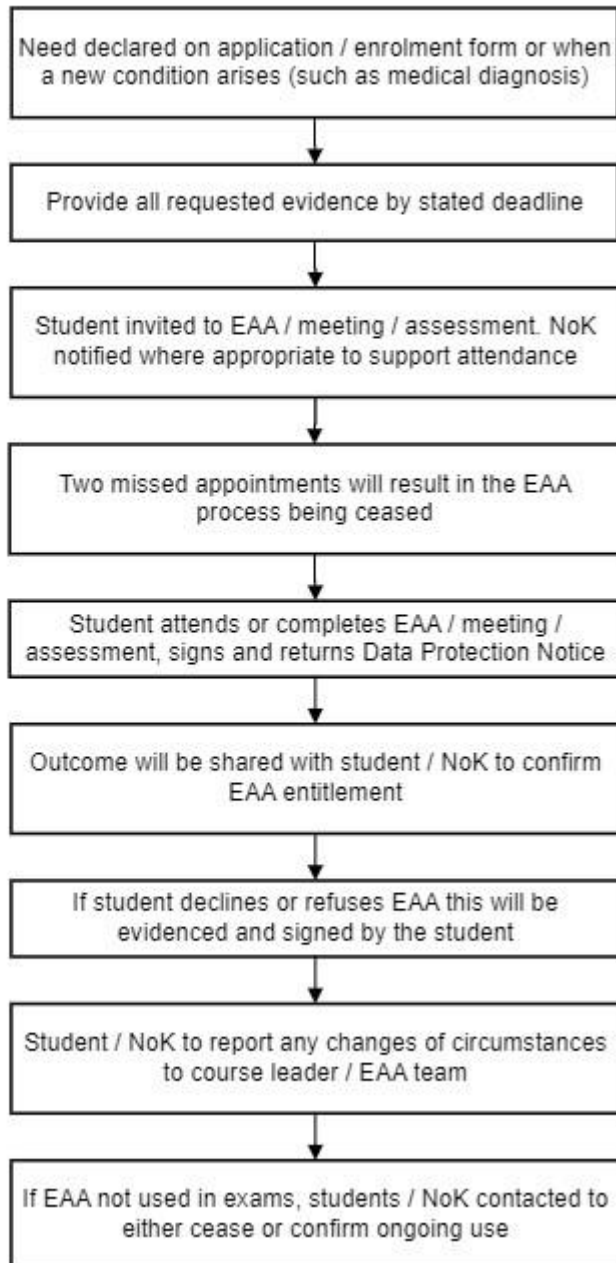
A candidate may decide that they do not wish to use the access arrangements that have been granted to them for a particular exam or assessment. The access arrangement will still be put in place for applicable future exams and assessments. However, if the candidate never uses the access arrangement granted to them, after careful consideration, the SENCO may consider withdrawing the access arrangement from future exams and assessments.

## **10 Linked policies**

Special Educational Needs and Disability Policy  
Equity, Diversity and Inclusion Policy  
Admissions Policy  
Data Protection Policy

## Appendix 1

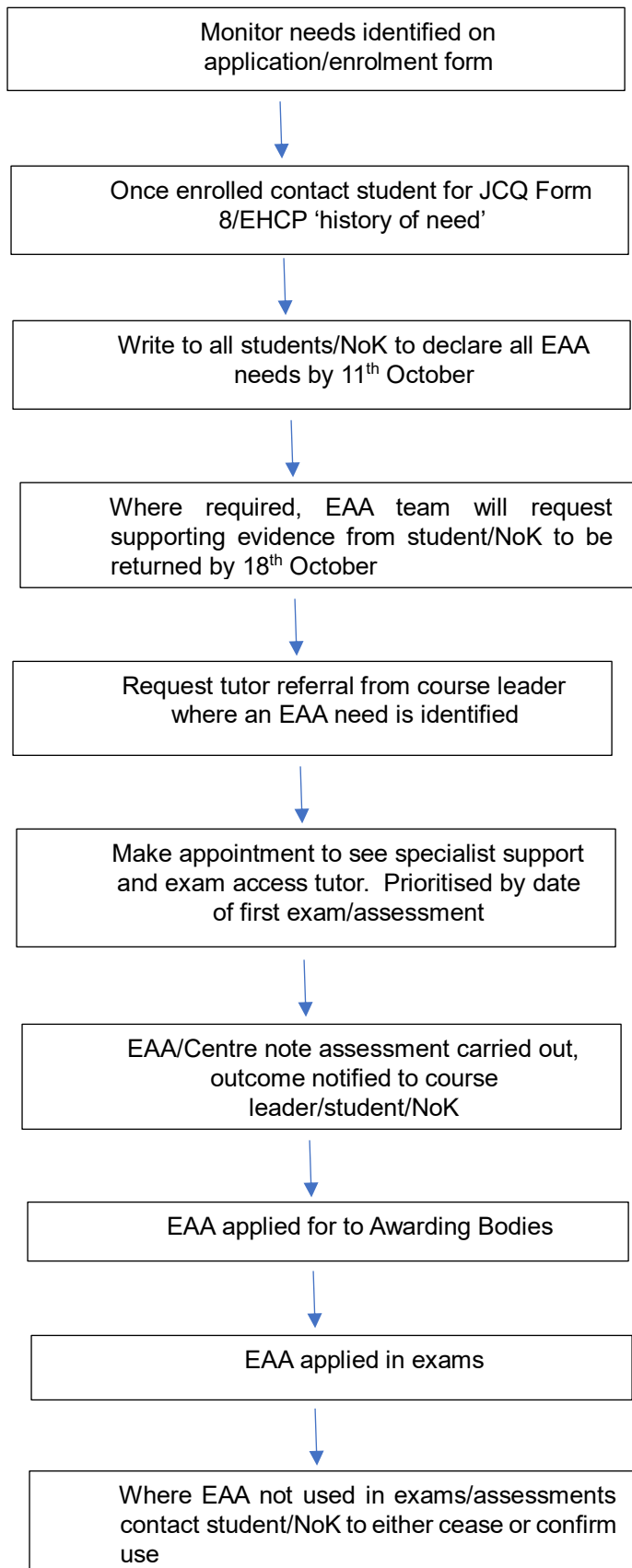
### Student / Next of Kin Responsibilities





## Appendix 2

### EAA Team Responsibilities



## Appendix 3

### Process for Curriculum Staff including Apprenticeships

