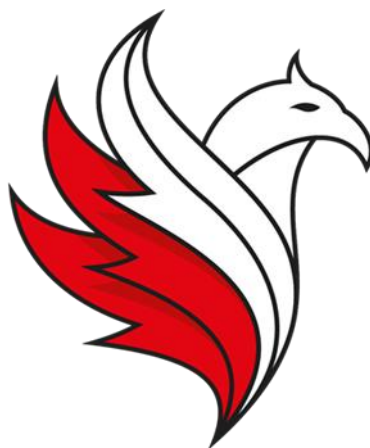




Kibworth Mead Academy Access Arrangement Policy 2026-27

Last reviewed	16/09/2026	V Cropley (Exams Manager)
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Purpose of the policy

Kibworth Mead Academy is committed to ensuring The Examination Access Arrangements Policy explains the actions taken to ensure inclusion for all students with additional learning needs (ALN), including those with formally diagnosed Special Educational Needs Disabilities (SEND). The policy 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.

The policy works alongside **Adjustments for candidates with disabilities and learning difficulties as per JCQ Access Arrangements and Reasonable Adjustments, as well as individual files of access arrangement candidates.**

Access arrangements

Access arrangements are agreed **before** an assessment. They allow candidates with **specific needs**, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010* to make 'reasonable adjustments'.

Reasonable adjustments

The Equality Act 2010* requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a **substantial disadvantage** in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille. A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements. Whether an adjustment will be considered reasonable will depend on several factors which will include, but are not limited to:

- the needs of the disabled candidate.
- the effectiveness of the adjustment.
- the cost of the adjustment; **and**
- **the likely impact of the adjustment upon the candidate and other candidates.**

An adjustment will not be approved if it:

- involves unreasonable costs to the awarding body;
- involves unreasonable timeframes; **or**
- **affects the security and integrity of the assessment.**

This is because the adjustment is not 'reasonable'. (¹[AA](#), Definitions)

*References to legislation are to the Equality Act 2010. Separate legislation is in place for Northern Ireland (see [AA](#) 1.8). The definitions and procedures in [AA](#) relating to access arrangements and reasonable adjustments will also apply in Northern Ireland

General principles

The principles for the centre to consider are detailed in [AA](#) (section 4.2). These include:

The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for disabled candidate.

Access arrangements/reasonable adjustments should be processed at the **start** of the course. Arrangements **must** always be approved **before** an examination or assessment.

The arrangement(s) put in place **must** reflect the support given to the candidate in the centre. The candidate **must** have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustment(s) before his/her first examination. Evidence of this will be gathered in class, tests and mock examinations and will be provided for JCQ inspection if requested.

Access Arrangements at Kibworth Mead Academy

Kibworth Mead Academy 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 or ALN. Professional reports are requested that demonstrate a SEND/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 for consideration. 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.'

The centre will

- Ensure that learners will have the correct information and advice on their selected qualification(s) in an accessible format and that the qualification(s) will meet their needs. The recruitment process will include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the examinations/assessments and achieve the qualification(s). The centre's assessment will identify, where appropriate, the support that will be made available to the learner to facilitate access to examinations/assessments.
- ensure that where a candidate with a learning difficulty requires an assessment of his/her needs, he/she is assessed by an appropriately qualified specialist assessor, as appointed by the head of centre.
- Ensure assessors will have the appropriate qualifications to perform an access arrangement assessment at the request of the school. *In accordance with Access arrangements and reasonable adjustments 2026-2 7.3 [Regulations and Guidance - JCQ Joint Council for Qualifications](#)*
- Ensure assessors' qualifications are checked before appointment and held on file with access arrangement information for the duration of their work with the school.
- Assist the awarding bodies in the discharge of their duty to make reasonable adjustments by requesting access arrangements, where required, and effectively implementing those arrangements once approved.

- Submit any applications for access arrangements or reasonable adjustments by the published deadline ensuring that appropriate documentary evidence is held on file to substantiate such an arrangement and is open to inspection.
- Ensure that for GCSE qualifications, a file is presented by the SENCo which must contain for each application the downloaded approval for the respective arrangement(s), supporting evidence of need (where required), evidence of the access arrangement being used in class, tests and mock examinations and a signed data protection notice; and will be available for inspection at the venue where the candidate is taking the examination;
- Submit requests for modified papers by the published deadline;
- Recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010†. This must include a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates.
- Provide candidates with appropriate opportunities to use their access arrangements prior to their first examination whereby ensuring the access arrangement is appropriate.
- ensure all arrangements will be carried out in accordance with the **most current JCQ publication Access Arrangements and Reasonable Adjustments**

Alterations to access arrangements

Access arrangements should reflect a student's normal way of working. If a student does not use elements of their access arrangements, they may be removed, and the access arrangement updated.

An access arrangement should not be granted if appropriate evidence has not been gathered from classes, tests and mocks examinations as their normal way of working.