

Reviewed 21st November 2025

ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS FOR CANDIDATES WITH DISABILITIES, LEARNING DIFFICULTIES AND TEMPORARY INJURIES

These guidelines are made in accordance with the current JCQ's regulations.

Any student sitting an official external examination for the 2025 November-2026 June exams series, with special educational needs, disabilities or temporary injuries have the right to request Access Arrangements and/or Reasonable Adjustments in order to access the examination without being disadvantaged.

Access Arrangements

Access arrangements need to be approved by the JCQ (Joint Council Qualification) before being used in an examination. They allow candidates with **specific needs**, such as special educational needs, disabilities or temporary injuries to access the examination and show what they know and can do without changing the demands of the examination. The intention behind an access arrangement is to meet the particular 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 the use of a coloured overlay which would be a reasonable adjustment for a candidate diagnosed with visual stress or Irlen syndrome. 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 a number of 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'.

In most cases it will not be reasonable for adjustments to be made to assessment objectives within a qualification. To do so would likely undermine the effectiveness of the qualification in providing a reliable indication of the knowledge, skills and understanding of the candidate. There is no duty to make adjustments which the qualifications regulators have specified should not be made.

Any request for Access Arrangements and Reasonable Adjustments must be consistent with the student's Normal Way of Working at the school and their needs should have been identified at the beginning of the two year course (with the exception of a temporary injury). Without Normal Way of working, the needs will not qualify for approved Access Arrangements and Reasonable Adjustments.

Evidence of need

The evidence of need will vary depending on the disability and the access arrangement(s) being applied for, and will involve teachers' feedback. The evidence for all access arrangements will also prove that the Access Arrangements requested constitute the **Normal Way of Working** for the student.

Failure to produce the appropriate evidence of need will lead to the application being rejected.

As the approval process for Access Arrangements and/or Reasonable Adjustments can be long, families concerned should report their concerns to teachers as early as possible, at the beginning of the two-year course, **in 3GCSE or PAL**. They can also contact secretariatsb@lyceefrançais.org.uk to get further details on the process and procedures involved.

1. For students with a medical condition, such as ADHD, ASD, HI, VI, MSI, PD, SME, etc, the following documentation is required:
 - For ADHD conditions, **Conners questionnaires from School** must be completed before the diagnosis is issued; following the diagnosis, the medical letter must highlight the symptoms and needs within the classroom.
 - A medical letter from a CAMHS, hospital consultant or child psychiatrist is required (**dated not earlier than Year 9**). The letter must confirm the student's medical condition.
 - A current EHCP/Statement will also be accepted in lieu of a medical letter as described above.
 - **Normal Way of Working:** Evidence that Access Arrangements requested are normally used at school and during mocks exams.
 - **For all medical conditions, extra-time will not automatically be granted, unless rest-breaks have been fully trialled and the need for extra-time is evidenced as critical by teachers.**
2. For students with specific learning difficulties, such as dyslexia, dyspraxia, dysgraphia or dyscalculia, etc, the following documentation is required:
 - **A Form 8** must be filled-in by the school and sent to the identified the Educational Psychologist **before** the assessment can take place.
 - An Educational Psychologist must be **HCPC registered** (with proof of their current certification) and the report must be **dated not earlier than Year 9**.
 - A current EHCP/Statement is also acceptable
 - **Normal Way of Working:** Evidence that Access Arrangements requested are normally used at school and during mocks exams.

Once the Access Arrangements have been approved by the JCQ, they remain valid for the whole duration of the GCSE; another application will be made for the A levels based on the same documentation originally provided. Evidence of the student's Normal Way of Working need to be collected every year through Mocks Exams. If a student has never made use of the Arrangements granted to him/her, then it is not their Normal Way of Working and the Arrangements provided may be withdrawn for the examinations.

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Next review: November 2026