



School of Coding & AI

Student First Always

HIGHER EDUCATION

Access And Reasonable Adjustments Policy

Policy Owner: Suki Gill

Full Name	Position	Signature	Date	Review Cycle
Suki Gill	Principal		01.09.2025	Annual

School of Coding Limited T/A School of Coding & AI
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Mission Statement

School of Coding is a safe, well ordered and caring environment for learning. It delivers high quality education to all its students and supports them to develop their individual potential for growth, self-worth and self-control.

High quality outstanding teaching, and clear and consistent guidance and support, facilitates students in succeeding in education. Our broad and balanced academic and vocational curriculum will provide students with access to a broad range of accredited qualifications as well as educational and social experiences, which will address their learning and emotional needs (including SEND and Mental Health support). Our purpose is to support every student to develop their true potential, make positive contributions to their families and find fulfillment in employment.



What are access arrangements and reasonable adjustments?

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'.

Definition of disability:

Section 6 of the Equality Act defines disability as 'physical or mental impairment which has a substantial and long-term adverse effect on some one's ability to carry out normal day to day activities'.



Purpose of the policy

The purpose of this policy is to confirm that The School of Coding has a written record which clearly shows the centre is leading on the access arrangements process and is complying with its 'obligation to identify the need for, request and implement access arrangements...' [JCQ General 5 Regulations for Approved Centers, (section 5.4)].

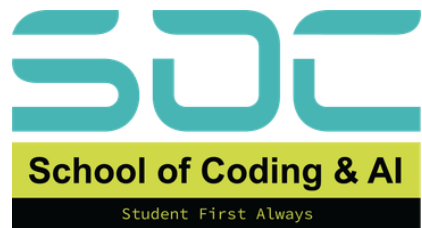
This policy applies to all internal assessments and externally examined qualifications delivered by the School of Coding that are regulated by awarding bodies and subject to JCQ Access Arrangements and Reasonable Adjustments guidance.

1. General principles

The general principles of access arrangements for the School of Coding to consider are detailed in Access Arrangements.

These include:

- The purpose of an access arrangement is to ensure, where possible, that barriers to the 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 a disabled candidate.
- The SENDCO, or an equivalent member of staff, must ensure that the proposed access arrangement **does not disadvantage or advantage** the candidate.
- Although access arrangements are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question.
- Candidates may not require the same access arrangements in each specification. Subjects and their methods of assessment may vary, leading to different demands of the candidate. The need for access arrangements must be considered on a subject-by-subject basis.
 - Exam access 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 practice using the access arrangement(s) before his/her first examination.
 - All pupils with exam access arrangements are considered to be students with SEND.



The main elements of the access arrangements process detailing staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of examinations are covered in the AAT Single Equality Policy.

2. The assessment process

Assessments are carried out by an assessor(s) appointed by the head of education at the School of Coding. The assessor(s) is/(are) appropriately qualified as required by JCQ regulations.

Appointment of assessors of candidates with learning difficulties

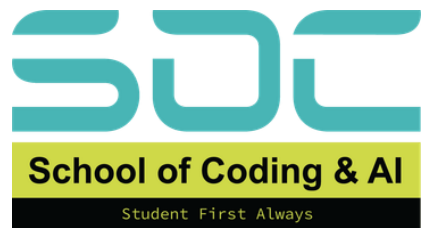
At the point an assessor is engaged/employed in the School of Coding, evidence of the assessor's qualification is obtained and checked against the current requirements in Access arrangements. This process is carried out prior to the assessor undertaking any assessment of a candidate.

Reporting the appointment of the assessor(s)

Evidence that the assessor(s) are suitably qualified is held on file for inspection purposes. When requested, the evidence will be presented to the JCQ Centre Inspector by the Exams Officer.

How the assessment process is administered

- The assessment process is led by the specialist external assessor, based on a referral by the School of Coding's Education Manager
- The SENDCO makes referrals based on observations and recommendations from teachers and support staff, observations that have been carried out in classes, and from Consultation requests made by parents/carers and/or students.
- The assessor carries out confidential testing on a one-to-one basis with the candidate. The results of this will form the basis of an access arrangement application.
- Arrangements must be made for the candidate to be assessed by an assessor
- Assessors must personally conduct the assessments. They must not sign off assessments carried out by another professional.
- The assessor must carry out tests which are relevant to support the application.
- A privately commissioned assessment carried out without prior consultation with the centre cannot be used to award access arrangements and cannot be used to process an application using Access arrangements online.
- Any privately commissioned assessment to see whether the process of gathering a picture of need, demonstrating the normal way of working within the centre and ultimately assessing the candidate themselves should be instigated.



Painting a ‘holistic picture of need’, confirming normal way of working

School of Coding confirms Before the candidate’s assessment, the SENDCO will provide the assessor with background information. The centre and the assessor must work together to ensure a joined-up and consistent process.

An independent assessor must contact the centre and ask for evidence of the candidate’s normal way of working and relevant background information. This must take place before the candidate is assessed.

An independent assessor must discuss access arrangements with the person appointed in the centre. The responsibility to request access arrangements specifically lies with the centre.

Teaching staff are asked to provide examples of candidates’ work to demonstrate the need that has led to the application of an access arrangement being made. This work is stored in the student file in the access folder and made available for inspection.

Since the application requires evidence of need, the School of Coding will hold evidence in its files that can be inspected at short notice.

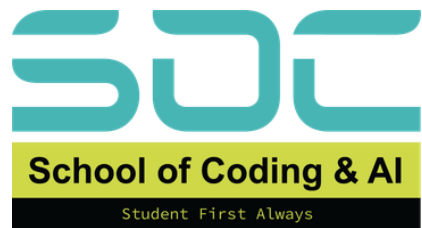
This can include:

- Educational psychology reports.
- Speech Therapist reports.
- Occupational Therapist reports.
- Letters from outside agencies such as hospitals, doctors and CAMHS (Children and Adolescent Mental Health Service).
- Reports from Hearing Impairment (HI) and Visual Impairment (VI) advisory teachers.
- Copies of Education Health and Care Plans (EHCP).
- Permission from the exam board for the arrangements.

Joint Council for Qualifications (JCQ) deadlines are fully adhered to:

Processing access arrangements

Parents/carers and/or students are encouraged to declare, at the time of enrolment or at any point thereafter, any medical conditions, psychological needs, SEND needs, previous examination access arrangements at another educational institution, or any other factors



that may require examination access arrangements. Failure to disclose this negates School of Coding from their responsibilities.

Arrangements requiring awarding body approval

Access arrangements online (AAO) is a tool provided by JCQ member awarding bodies for centers to apply for required access arrangement approval for the qualifications covered by the tool. This tool also provides the facility to order modified papers for those qualifications Included.

AAO is accessed within the JCQ Centre Admin Portal (CAP) by logging in to one of the awarding body secure extranet sites. A single application for approval is required for each candidate regardless of the awarding body used. The Exams Officer applies for AAO and abides by the deadlines set for each examination series.

Access arrangements may for example include: supervised rest breaks, extra time, reader, scribe, word processor, transcript, oral language modifier and prompter.

Evidence needed to apply for exam access arrangements

There are a number of pieces of evidence that can be used to apply for exam access arrangements to JCQ:

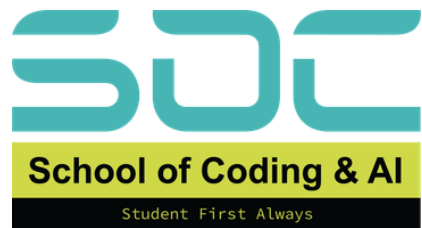
- Previous exam access arrangements from another school.
 - Subject teachers – examples of work as appropriate and support given in class or evidence from tests or mock exams.
 - Results from baseline assessments such as reading ages or writing tests.
 - Medical reports outlining significant medical needs and disability.
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- An Educational Psychology report which explicitly diagnoses the need for exam access arrangements.
 - A Speech therapy report which diagnoses severe language impairment.

When granted **access arrangements are valid for 26 months.**

How do staff and parents know whether a student has access arrangements?

If a need for access arrangements have been identified, the relevant parties are informed:

- Parents are informed in writing – the letter outlines the type of arrangements that have been awarded.
- Students are informed verbally.



- A list of all students who receive access arrangements is made available to all staff. This information is also placed on the School of Codings relevant shared drives.

Centre-delegated access arrangements

- Decisions relating to the approval of centre delegated arrangements are made by the SENDCO and Exams Officer. Appropriate evidence, where required by the arrangement, is held on file by the SENDCO and Exams Officer.

- Candidates may be provided with this arrangement for reasons such as, but not limited to:

bereavement, recent physical injuries or sickness, or having an identified SEND need that would be better served in a quiet venue, behaviour concerns that would necessitate closer supervision of the candidate, and to separate them from the main exam venue in order to minimise potential disruption to the majority of the cohort.

Centre-specific criteria for particular access arrangements

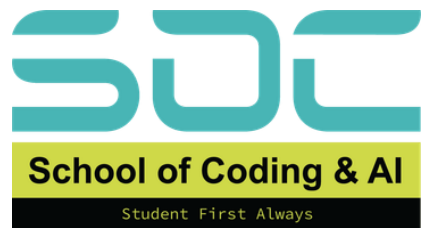
Word Processor Policy (Exams)

An exam candidate may be approved for the use of a word processor where this is appropriate to the candidate's needs and not simply because this is the candidate's preferred way of working within the centre.

The Word Processor Policy (Exams) details the criteria School of Coding uses to award and allocate word processors in examinations/assessments.

Modified papers

- Modified papers are ordered through EO.
- Modified papers must be ordered in advance of a specific examination series, no later than the published deadline for the series concerned
- Modified papers are individually prepared for candidates for whom other access arrangements are unsuitable. The modification of papers involves additional resources therefore, centres are required to provide the awarding bodies with early notification that a candidate will require a modified paper.
- Modified papers must not be ordered for candidates unless they intend to enter them for the relevant examination series
- For the adjustment to be effective, the candidate must have had appropriate opportunities to practice using an awarding body's past modified papers before his/her first examination



Roles and responsibilities

When an access arrangement has been processed on-line and approved, the evidence of need (where required) must be made available to a JCQ Centre Inspector upon request. An awarding body may also request evidence of need when considered necessary. This can either be in hard copy paper format or electronically.

Where access arrangements documentation is stored electronically an e-folder for each individual candidate must be created. The candidate's e-folder must hold each of the required documents for inspection.

It is the responsibility of:

- Exams Officer to collect a candidate's consent (a completed candidate personal data consent form) to record their personal data on line through AAO
- Exams Officer to submit applications for approval through AAO
- SENDCO to hold the file/e-folder for each individual candidate containing a copy of the candidate's approved application, appropriate evidence of need (where required) and a signed candidate personal data consent form
- Exams Officer to submit applications for approval directly to an awarding body for any qualification that does not fall within the scope of AAO
- Exams Officer to order modified papers

The School of Coding confirms that this policy is implemented and reviewed annually in line with current Joint Council for Qualifications (JCQ) Access Arrangements and Reasonable Adjustments guidance and awarding body requirements.