

**EXAM ACCESS
ARRANGEMENTS
POLICY AND
PROCEDURE**

Exam Access Arrangements Policy and Procedure

Policy Owner: Quality and Standards Committee
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Responsibility for Review: Vice Principal Quality, Teaching, Learning & Student Support
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 Applicable to students: Yes/No
 Publish on College website: Yes/No

Consultation:

Undertaken with:	Yes/No:	Date:
Committee/Board	Quality and Standards Board	20 November 2025 11 December 2025
ELT	Yes	4 November 2025
CMT		
Unions		
Students		
Employees		
Employers/Stakeholders		

Any Associated Documentation, for Reference:

Data Protection Policy; Equality, Diversity and Inclusion Policy; SEND Policy; Equity, Diversity and Inclusion Strategy; Document Retention Schedule.

ELT SIGN-OFF: Marie Haworth, Vice Principal Teaching, Learning & Learner Support



Exam Access Arrangements Policy and Procedure

Policy Statement

1. Preston College (the “College”) is committed to creating a safe and inclusive environment for students. and ensuring, where appropriate, the availability of a range of access arrangements.
2. The College is committed to its duty to ensure compliance with the Equality Act 2010. Access arrangements allow students with specific needs, including Special educational needs and disabilities (SEND) or temporary injuries, to access assessments. This is the main way the College will make reasonable adjustments, in line with its duties under the Equality Act 2010.
3. The College understands its responsibility to make reasonable adjustments to ensure equity in accessing exams and assessments for students.

Legal and regulatory Framework

4. This policy is based on guidance from the Department for Education (DfE), Joint Council for Qualifications (JCQ), Exam Boards and legislation, including:
 - SEND code of practice: 0 to 25 years (2015);
 - Equality Act 2010;
 - JCQ (2025-2026) Adjustments for candidates with disabilities and learning difficulties: Access Arrangements and Reasonable Adjustments.

Aim and Purpose

5. The aim of this policy and procedure is to:
 - outline the principles of the use of examination access arrangements as a reasonable adjustment and outline the way in which access arrangements will be administered;
 - ensure that every student has the opportunity to succeed in a supportive learning environment;
 - define the responsibilities of students, teaching staff and management in the implementation and application of access arrangements;
 - inform students and staff of the procedures in place for exam access arrangements across all programs of study at the College;
 - put exam access arrangements procedures in place for College staff and students to follow;

- ensure the College's compliance with the legal and regulatory requirements for exam access arrangements through regular review of the College's exam access arrangements;
- to meet the needs of students without affecting the integrity of the assessment;
- ensure, within the limits of this policy and relevant regulations, students have equitable access to examinations by providing appropriate access arrangements that remove barriers to assessment and promote inclusion.

Scope

6. A student will qualify for the use of an exam access arrangement if they are disabled within the meaning of the Equality Act 2010 and they use access arrangements as a 'normal way of working' within the College.
7. Students with a learning difficulty, disability, medical condition or a temporary injury may be eligible for exam access arrangements. The College will use rigorous assessments and evidenced based applications to satisfy approval from the relevant awarding body.
8. The College will take every opportunity to identify students' needs from their first contact with the College and throughout their time at the College. The College will not charge any fee in relation to an adjustment or aid made to meet its duty under the Equality Act 2010.
9. Students with special educational needs are not automatically eligible for exam access arrangements. For example, a student with a slight hearing impairment, a previous diagnosis of 'mild dyslexia' or a physical disability that does not affect performance in an examination may not meet the criteria for exam access arrangements.

Roles and responsibilities

Principal

10. The Principal will:
 - ensure compliance with the Equality Act 2010;
 - ensure that exam access arrangements and reasonable adjustments adhere to the guidelines of the relevant exam board;
 - ensure that appropriately trained staff are appointed to coordinate the exam access arrangements process.

SEND Team

11. The SEND Team will:

- ensure that student needs are assessed and exam access arrangement applications are made in line with the relevant awarding body's guidelines;
- work with course tutors and exams office personnel to ensure approved arrangements are in place for all exams;
- ensure that the proposed exam access arrangement is suitable for the needs of the student.

Course tutors

12. Course tutors will:

- support the SEND Team in determining and implementing appropriate exam access arrangements and reasonable adjustments by confirming a student's normal way of working;
- refer any student to the SEND Team where necessary.

Students

13. Students will:

- disclose any known SEND at the point of enrolment, including any support previously accessed;
- engage with the SEND Team at the College;
- provide evidence of their need promptly when requested;
- co-operate with the College's processes in respect of conducting assessment for the purpose of making an exam access arrangements application.

14. Students acknowledge that any delays or refusal to cooperate with the College's exam access arrangements processes may impact the College's ability to complete an exam access arrangements application.

Identifying need

15. Students with SEND or a temporary impairment may have additional needs requiring a range of adjustments which will fall into the following categories:

- communication and Interaction;
- cognition and Learning;
- social, Mental and Emotional Health;
- sensory and/or Physical needs.

16. A student does not have a learning difficulty simply because their first language is not English, Irish or Welsh. Where a student has communication and interaction needs as English is not their first language, they must have an impairment in their first language which has a substantial and long-term adverse effect.

17. Student's needs will be identified and supported in line with the College's SEND Policy. Arrangements in place for an exam will reflect the student's normal way of

working except in the case of a late diagnosis of a disability, or late manifestation of an impairment or a temporary injury or impairment.

18. Students should provide details of any SEND or medical need when making an application to enroll at the College. The student will be contacted by the Transition Team to complete a SEND Interview. The College may contact the student's previous school or college to provide further information.
19. During any interview a member of the Transitions Team may meet and discuss support needs with individuals. Any additional support needs/SEND will be recorded on the College MIS system and displayed on the student records.
20. At the point of enrolment all learning difficulties, disabilities and medical conditions are logged onto the College system and are used to support adaptations in the classroom, alongside any wider provision that is needed.
21. During induction students are provided with the opportunity to declare any additional learning needed through in class questionnaires, one to one discussions with tutors and student managers.
22. Students who present with SEND or medical needs can be referred to the SEND Team throughout the year, if it is considered that the student may benefit from exam access arrangements.

Exam access arrangements

23. Exam access arrangements may differ for a student depending on the specific exam. Examples of exam access arrangements include, but are not limited to:
 - extra time;
 - reader;
 - scribe;
 - prompter;
 - modified materials;
 - bilingual dictionary;
 - assistive technology or equipment.

Applying for access arrangements

24. When applying for exam access arrangements the College will comply with the guidelines and practices of the relevant awarding body for the relevant academic year.
25. The College requires all students seeking to explore exam access arrangements to contact the Point or email SEND@preston.ac.uk at the outset of their course. They will be required to meet with the College's SEND Team and undertake appropriate assessments and/or provide valid evidence of need prior to the College making an application to the awarding body. Prior to this meeting, the student may be sent an online screening activity to complete. The student should also take steps to gather evidence of their Normal Way of Working in coordination with their course tutor.

Students must attend and engage with their assessment and/or provide medical evidence of their needs in a timely manner.

26. The exam access arrangement assessments will be conducted by a team of Specialist Tutors who have successfully completed a 'post graduate course at or equivalent to Level 7, relating to individual specialist assessment, as awarded by the Professional Association of Teachers of Students with Specific Learning Difficulties (PATOSS), Dyslexia Action or British Dyslexia Association (BDA).
27. An application will be made at the outset of the student's course, or as soon as the College becomes aware of the student's SEND. Where there is a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after a course begins, access arrangements will be applied for as soon as is practicable.
28. Applications will be made in line with the relevant exam board's deadline. Exam access arrangements will only be put in place for exams where they have been approved.
29. Where a student is unable or unwilling to fully engage with the College's assessment process, but has provided other evidence of need, the College will take reasonable steps to liaise with the awarding body to seek, where possible, to put in place appropriate exam access arrangements.

Evidencing applications

30. Evidence of need will be provided to the awarding body and stored for inspection purposes. Evidence required may include, but is not limited to:
 - Education, Health and Care Plan (EHCP);
 - Individual Learning Plan;
 - JCQ Form 8 or Form 9, where the JCQ guidelines apply;
 - a qualifying score from a recognised test carried out by a suitably qualified assessor;
 - a report or letter from a medical consultant;
 - history of support and provision in place for the student.
31. Once an access arrangement has been approved, the College will:
 - inform the student, including confirming what the student should do if they encounter any issues during an exam;
 - inform the exam officer and make an access arrangement list available to them
 - ensure all staff are aware.
32. Where a student requires exam access arrangements before their first assessment, or where the exam access arrangement has not been used by the student previously, the College will provide the student with appropriate opportunities to practice using them. Students should raise any concerns about their exam access arrangements with the College prior to an exam.

Withdrawing exam access arrangements

33. Where access arrangements are no longer the student's normal way of working the College may withdraw permissions for the access arrangements. The student will be notified in writing.
34. A student may choose not to make use of the exam access arrangement. In cases where a student repeatedly chooses not to make use of them the exam access arrangements may be removed.

Record keeping

35. The College will retain all necessary information relating to an application as required. This will include a copy of the approved application, appropriate evidence of need as required and a signed candidate personal data consent form. All personal data will be managed in line with the College's Data Protection Policy.

Monitoring and review

36. This policy will be reviewed by the Principal, SEND Team, Board and Exam Officer every three years unless changes are required between reviews.