

ENTRANCE EXAM ACCESS ARRANGEMENTS POLICY

In line with the Equality Act 2010 and the school's Admissions Policy, the reasonable adjustments set out below allow candidates with special educational needs, disabilities or long-term medical conditions, to access the assessments, and show what they know and can do. The access arrangements available to entrance examination candidates are in line with the guidance outlined by the Joint Council for Qualifications (JCQ) in *Adjustments for candidates with disabilities and learning difficulties; Access Arrangements and Reasonable Adjustments 2025-26*

Disabilities and long-term medical conditions

Requests for examination access arrangements or reasonable adjustments on account of a disability, or long-term medical condition must be supported by a written recommendation made by an appropriately qualified specialist or medical professional (not a GP). This report should confirm that the candidate has persistent and significant difficulties when accessing or processing information, and that without the concession the candidate would be at a substantial disadvantage.

Specific Learning Difficulties-Extra time

Candidates with a specific learning difficulty may be allowed up to 25% additional time to complete the entrance examination papers. This can be granted only on submission of a full copy of a diagnostic assessment completed within the last two years by an appropriately qualified and registered professional, for example an educational psychologist, or a specialist teacher assessor with a current Assessment Practising Certificate. In line with JCQ requirements, the report must show either

- Two below average standardised scores of 84 or below, or
- One below average standardised score of 84 or less and one low average standardised score (85-89)

In either scenario the two standardised scores must relate to two different areas of speed of working as below

- Speed of reading and speed of writing, or
- Speed of reading and cognitive processing/fluency, or
- Speed of writing and cognitive processing/fluency, or
- Two different areas of cognitive processing/fluency which have a substantial and long-term adverse effect on speed of working.

Use of word processing facilities

Candidates may be allowed to use a school computer to complete their non-ISEB entrance examinations only if it is their 'normal way of working' in their current school and is appropriate to their needs. This would include candidates with one or more of the following:

- A learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly
- A medical condition
- A physical disability

- A sensory impairment
- Illegible handwriting

A request for use of word processing facilities in entrance examinations needs to be supported by a letter from the candidate's school confirming that it is their normal way of working and providing evidence of their specific need. The use of word-processing facilities cannot be granted to candidates purely due to a personal preference for typing, or because a candidate can work faster on a keyboard or uses a laptop at home. The school will provide the computer or laptop to be used by the candidate, which will have spelling and grammar check disabled. The invigilator will print out the candidate's work.

In line with JCQ guidance the school will only allow the use of word processing **and** extra time if the candidate's assessment report shows two scores meeting the criteria above, in different areas of speed of working neither of which relates to speed of writing.

The use of word processing facilities is not available for Maths papers.

Other access arrangements

The school will consider applications for other access arrangements if made in writing with the appropriate supporting documentation.

APPLICATIONS FOR EXAMINATION ACCESS ARRANGEMENTS

Applications for exam access arrangements of any kind must be made as part of the registration process. Documentary evidence such as specialist reports from appropriately qualified professionals **must** be submitted with the application. If a report is not yet available details must be provided at registration and full supporting documentation subsequently sent to the admissions registrar **before the registration deadline**. As any arrangements need to be the candidate's normal way of working in their current school, we also require written confirmation from the SENCO at the applicant's current school to confirm arrangements and any other support necessary. The school will respond by email to confirm which, if any, special arrangements will be made for the candidate. Once confirmed, arrangements cannot be altered. Late requests will not be accepted, except in the case of recent injury.

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