The Bosco Centre	
Policy:	**Assessing the need for access arrangements in exams**
Applies to:	**College**
Reviewed:	**August 2026**
Next Review:	**September 2027**

This policy is based on guidance published by JCQ for exam centres

Assessor qualifications

Before an assessor is able to carry out assessments for evidence within Form 8 Part 2, the centre must hold on file evidence of the assessor's qualification. In addition, where a Form 8 is rolled forward from one centre to another, the new centre must obtain evidence of the assessor's qualification. In addition to a copy of the assessor's qualification certificate, screenshots can be used as evidence that the assessor is suitable qualified. These include:

- A screenshot of the specialist teacher assessor's SASC listing showing the APC
- number and expiry date: www.sasc.org.uk/Assessors.asp
- A screenshot of the psychologist's HCPC listing showing the unique registration
- number: www.hcpc-uk.org/check-the-register
- A screenshot of the Level 7 assessor's listing, showing the certificate number, for example:
  - Patoss AAA certificate holders: www.patoss-dyslexia.org/AAA-Certificate-
  - Holders
  - PAPAA graduates: www.include-ed.org.uk/papaa-course/graduates
  - CPT3A certificate holders
  - ETAAC holders

Supervised rest breaks and 25% extra time

For candidates with conditions other than learning difficulties, the SENCo should have explored and trialled the use of supervised rest breaks before making an application for 25% extra time. This is because a break from the examination may be more appropriate than extra time for a candidate with a medical condition or substantial needs. In some cases, a candidate may require both supervised rest breaks and 25% extra time.
The way to explore this option is to provide rest breaks in internal timed tests, such as end of topic tests and annual internal exams, or during mock exams. If rest breaks are found to be inappropriate or insufficient in meeting the candidate's needs, 25% extra time can then be trialled. When documenting the centre-based information for 25% extra time on the Detailed File Note, the SENCo should outline that supervised rest breaks have been explored and trialled and a brief reason as to why they are not appropriate or sufficient.

Supervised rest breaks

The AARA document contains a reminder that the purpose of a supervised rest break is for the candidate to have 'time out' from the examination and is not to allow for the candidate to have extra thinking time. During the break, the candidate cannot have

access to the exam paper and, in many cases, will benefit from being taking out of the exam room under supervision to allow for a genuine break.

25% extra time for candidates with learning difficulties (without an EHCP, Statement or IDP)

Samples of additional evidence to accompany Form 8 are now only needed in certain circumstances. Note: Samples of evidence were previously termed the 'detailed picture of need' by the JCQ. Additional samples of evidence are no longer required where the candidate's assessment evidence in Form 8 Part 2 meets the standard expected categories for 25% extra time:

- two below average scores (SS 84 or less) relating to two different areas of speed of working, or
- one below average score and one low average score (SS 85 to 89) relating to two different areas of speed of working.

Where the candidate's assessment evidence in Form 8 Part 2 is two or more low average scores (SS 85 to 89) relating to two different areas of speed of working, additional samples of evidence of one type are required.

Where the candidate's assessment evidence in Form 8 Part 2 is a cluster of at least three standard scores between 90 and 94 relating to three different areas of speed of working, a diagnostic assessment report from no earlier than Year 9 confirming a significant learning difficulty or disability and additional samples of evidence of all three types are required. The additional samples of evidence can be drawn from the following three sources:

- a sample of internal tests or mock exam papers across relevant subjects showing the application of extra time;
- an IEP/ILP referring to the need for extra time;
- comments and observations from teaching staff in relevant subjects as to why the candidate needs extra time and how the extra time is used.

Centre-delegated arrangements

Three new arrangements have been delegated to the centre:

- fidget toys and stress balls;
- non-electronic ear defenders and ear plugs;
- squared paper for candidates with visual spatial difficulties.

These arrangements can be provided to candidates according to their needs and normal way of working in the centre. No formal evidence is required and an online application does not need to be made. These arrangements are not subject to inspection.

The access arrangement 'separate invigilation' has been re-named, 'separate invigilation within the centre (sitting the examination outside of the main exam hall/room, e.g. a room for a smaller group of candidates)'. The regulations state that nervousness, low-level anxiety or being worried about examinations is not sufficient grounds for separate invigilation within the centre. These additions to the wording are to help centres to manage the increased demand for separate invigilation following the Covid-19

pandemic. This arrangement should only be considered where there is a genuine need and where the candidate's difficulties are established within the centre.

Computer reader/reader

Where Form 8 is being used for a candidate with learning difficulties requiring extra time and/or a scribe, the evidence for a computer reader/reader is now recorded within Form 8 Part 1. As well as benefiting the SENCo, who will now record all the centre-based evidence on one document, this will also help the assessor to determine which tests to use to gain the assessment evidence for Part 2. (The evidence for extra time for a candidate using a computer reader/reader cannot come from a measure of text reading speed.)

For all other candidates, including those with conditions other than learning difficulties, the short concise file note continues to be used to record the evidence for a computer reader/reader. Note: standardised scores are still not needed for any candidate requiring a computer reader/reader.

Access need	**Form 8 part 1**	**Short concise file note**
Learning difficulties • No EHCP • Needs ET/scribe	Yes	No
Learning difficulties, where a candidate progresses from GCSE to GCSE • Existing Form 8, fully completed • Continues to need computer reader/scribe in addition to ET/Scribe	No	Yes N.B The short concise file note may be produced on the same document as the updated centre-based evidence for 25% extra time and/or scribe
Learning difficulties • EHCP • Needs ET/Scribe	No	Yes N.B The short concise file note may be produced on the same document as the updated centre-based evidence for 25% extra time and/or scribe
Learning difficulties • No ET/Scribe needed	No	Yes
Communication & Interaction needs Medical conditions Sensory & Physical needs Social Emotional & Mental Health Needs Speech, Language & Communication needs	No	Yes N.B The short concise file note may be produced on the same document as the updated centre-based evidence for 25% extra time and/or scribe

JCQ Form 8

JCQ Form 8 has been revised for the 2022-23 academic year, as follows:

Part 1:

- The 3 key areas to address have been reworded to help clarify the information to record in each box.
- Evidence for a computer reader/reader has been added to Part 1.

Part 2:

- The types of cognitive processing measure to be used in an assessment for extra
- time have been added to the form. This will assist assessors in recording the type of
- processing measured by a test or subtest.
- The information to address for a spelling assessment has been reformatted as two
- separate questions. Both questions require a 'yes' answer to meet the assessment
- evidence for a scribe. The questions are:
    - o Is the candidate's spelling accuracy in the below average range (a standardised score of 84 or less)?
    - o Does the candidate's spelling assessment include unrecognisable spelling attempts?

Part 3:

- The list of arrangements to be applied for through AAO has been added to Part 3.
- A new box has been added to Part 3 where centre-delegated access arrangements can be recorded, such as supervised rest breaks, separate invigilation, a prompter. This is optional information which may help centres with planning for exams and ensuring that the correct arrangements are provided to the candidate.

Please see the updated Form 8 Guidance Sheet.