



5<sup>th</sup> June 2026  
Lle/SSn

Dear Parent/Carer,

As we approach the Year 10 mock examination period this summer, we would like to provide some information about access arrangements and how these are considered and reviewed within school.

We understand that examinations can be a source of anxiety for both students and families, and our aim is always to ensure that students are able to demonstrate their knowledge and skills fairly, while also maintaining the integrity and standards of the examination process.

### What are access arrangements?

Access arrangements are adjustments that may be put in place for students with specific needs, such as special educational needs, disabilities, or other barriers to learning. Examples can include:

- Extra time
- A reader
- A scribe
- Rest breaks
- Other arrangements appropriate to an individual student's needs

These arrangements are designed to remove barriers to accessing an examination. They do not change the demands of the exam or provide an advantage over other students.

### How do we determine whether access arrangements are needed?

We have a thorough process in place which follows JCQ regulations. This includes:

- Evidence from classroom teachers regarding a student's normal way of working.
- Observations of how difficulties impact learning and assessments.
- Internal assessments and testing where appropriate.
- Evidence gathered from examinations and mock examinations.

The Year 10 mock examinations play a particularly important role in this process. They provide valuable evidence about how students perform under examination conditions and help us review whether existing arrangements remain appropriate or whether additional support may be needed.



## What happens after the mocks?

Following the Year 10 mock examinations, we will review the evidence collected and make decisions in line with JCQ regulations.

The mock examinations provide an important opportunity for us to evaluate the effectiveness of any support currently in place and to determine whether adjustments are needed. We know the type of evidence required by JCQ and use the information gathered from classroom practice, assessments and mock examinations to ensure that any arrangements are appropriately evidenced.

It is important to note that this is not a one-off process. We continue to monitor students throughout Year 11 and right up until their GCSE examinations. As students develop and their needs change, arrangements may be reviewed to ensure they remain appropriate and supported by evidence.

## Ensuring Appropriate Support for Students

It is important to understand that access arrangements are based on a student's demonstrated need within the classroom and examination setting, rather than on a diagnosis alone. While reports from external specialists can provide useful supporting information, they do not automatically entitle a student to a particular access arrangement. Schools are required to make decisions based on evidence of how a student's difficulties affect their learning and examination performance as part of their normal way of working. Our role is to ensure that students receive the support they genuinely need, while also meeting the strict requirements set by the Joint Council for Qualifications (JCQ), the organisation that regulates access arrangements for public examinations.

## Working Together

We value open communication with parents and carers and encourage you to contact us if you have concerns about your child's access to examinations or would like further information about the process. If you believe your child may require additional support, or if you would like to discuss access arrangements in more detail, please contact me via the email address below. We will be happy to explain the process, answer any questions and discuss the evidence required under JCQ regulations.

Thank you for your continued support as we work together to ensure every student is given the opportunity to achieve their potential while maintaining fairness and integrity within the examination process.

Yours sincerely,



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