

Access arrangements	Evidence requirements (in all cases normal way of working within the centre unless a temporary illness/injury)
<b>Physical disability, sensory impairment</b>	
25% extra time, extra time of more than 25%, computer reader/reader, scribe	*The SENCo will complete Form 9 confirming the candidate's normal way of working and that the candidate has persistent and significant difficulties which substantially impact on teaching and learning, confirmed by a formal diagnosis from a registered specialist such as a clinical paediatrician or a hospital consultant (not a GP).
<b>Medical condition (e.g. ADHD, ASD, mental health conditions)</b>	
25% extra time, extra time of more than 25%, computer reader/reader, scribe	*The SENCo will complete Form 9 confirming the candidate's normal way of working and that the candidate has persistent and significant difficulties which substantially impact on teaching and learning, confirmed by a formal diagnosis from a registered specialist such as a clinical paediatrician or a hospital consultant (not a GP).
<b>Learning difficulties (e.g. dyscalculia, dyslexia)</b>	
25% extra time	<p><b>A fully completed Form 8, Parts 1, 2 and 3, with an assessment by the centre's appointed assessor from Year 9 onwards</b> using current editions of nationally standardised tests (assessor selects tests).</p> <p><b>At least two below average standardised scores of 84 or less, or one below average standardised score (84 or less) and one low average standardised score (85–89), † relating to two different areas of speed of working (cognitive processing/reading/writing).</b></p> <p><b>Only Form 8 is acceptable.</b> Spreadsheets, email messages, centre devised equivalents of Form 8, educational psychologists' reports, a diagnosis of Dyslexia, diagnostic assessment reports <b>are not</b> acceptable for processing and inspection purposes.</p>
Scribe/speech recognition technology (including the use of a word processor with the spelling and/or grammar check switched on)	<p><b>A fully completed Form 8, Parts 1, 2 and 3, with an assessment by the centre's appointed assessor from Year 9 onwards</b> using current editions of nationally standardised tests (assessor selects tests).</p> <p>The candidate cannot produce written work through any other means due to:</p> <ul style="list-style-type: none"> <li>• spelling in the <b>below average range (a spelling accuracy standardised score of 84 or less)</b> with unrecognisable spellings; or</li> <li>• below average writing speed (<b>a standardised score of 84 or less</b>).</li> </ul> <p><b>Only Form 8 is acceptable.</b> Spreadsheets, email messages, centre devised equivalents of Form 8, educational psychologists' reports, a diagnosis of Dyslexia, diagnostic assessment reports <b>are not</b> acceptable for processing and inspection purposes.</p>

<p>Extra time between 26% and 50%</p>	<p><b>A fully completed Form 8, Parts 1, 2 and 3, with an assessment by the centre's appointed assessor within 26 months leading up to the examination(s)</b> using current editions of nationally standardised tests (assessor selects tests).</p> <ul style="list-style-type: none"> <li>Speed of cognitive processing/reading/writing <b>must be very substantially below average (two standardised scores of 69 or less which relate to two different areas of speed of working). This is a rare and exceptional arrangement.</b></li> </ul> <p><b>Only Form 8 is acceptable.</b> Spreadsheets, email messages, centre devised equivalents of Form 8, educational psychologists' reports, a diagnosis of Dyslexia and diagnostic assessment reports <b>are not</b> acceptable for processing and inspection purposes.</p>
<p>Computer reader/reader</p>	<p>Centre based evidence from the SENCo confirming the nature of the candidate's impairment and that the use of a computer reader/reader reflects his/her normal and current way of working within the centre.</p> <p>Please see section 5.5 of the JCQ regulations.</p>
<p>Other access arrangements (Access arrangements delegated to centres)</p>	<p><b>There is no need to apply through AAO for:</b> alternative rooming arrangements, amplification equipment, bilingual dictionary (without 25% extra time), Braille transcript, Brailers, Closed Circuit TV (CCTV), colour naming for colour blind candidates, coloured overlays, Communication Professional, examination on coloured/enlarged paper, examination reading pen, fidget toys and stress balls, Live Speaker for pre-recorded examinations, low vision aid/magnifier, non-electronic ear defenders/ear plugs, OCR scanner, prompter, read aloud, squared paper for visual spatial difficulties, supervised rest breaks and word processor (with the spelling and grammar check switched off).</p>

## EAL

<p>Bilingual dictionary</p>	<p>A candidate with EAL might be eligible for a bilingual dictionary. The bilingual dictionary <b>must</b> be stored at the centre.</p>
<p>Bilingual dictionary and 25% extra time</p>	<p>*The candidate <b>must</b> meet the published criteria. <b>This is a rare and exceptional arrangement.</b></p> <p>This arrangement is not normally available to candidates entered for:</p> <ul style="list-style-type: none"> <li>AQA Applied General qualifications</li> <li>AQA Level 3 Certificate in Mathematical Studies</li> <li>AQA Level 3 Technical qualifications</li> <li>BTEC Nationals</li> <li>Cambridge Technicals (Level 3)</li> <li>GCE AS and A-level qualifications</li> <li>OCR Level 3 Certificates</li> <li>WJEC Level 3 Applied qualifications</li> </ul>

\* SENCos must refer to the JCQ publication *Access Arrangements and Reasonable Adjustments*: [www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration)

† In very exceptional circumstances two low average standardised scores (85 to 89) relating to two different areas of speed of working may be accepted.