

Examination policies and procedures



**Alternative Rooming
Arrangements Policy
2025/26**

Alternative Rooming Arrangements Policy (Exams)

Centre name	Bankside School
Centre number	24112
Date procedures first created	04/10/2024
Current procedures approved by	Kate Jasper
Current procedures reviewed by	Kate Jasper & Dawn Taylor
Date of next review	30/09/2026

Key staff involved in the procedures

Role	Name
Head of centre	Kate Jasper
Senior leader(s)	Kate Jasper: Headteacher Tracey Hodgkins: Assistant Headteacher
Exams Officer	Dawn Taylor
SENCo (or equivalent role)	Sian Ackerley
Other staff (if applicable)	

This policy is reviewed and updated annually to ensure that alternative rooming arrangements at Bankside School are awarded and managed in accordance with current requirements and regulations. .

References in this policy to AA and ICE refer to the JCQ document **Access Arrangements and Reasonable Adjustments** and **Instructions for conducting examinations**.

Introduction

Alternative rooming arrangements (for example, a room for a smaller group of candidates with similar needs) is an available access arrangement as defined in the JCQ regulations. This is an arrangement where a candidate with an established difficulty may be eligible to take their examinations in a smaller environment away from the main examination room.

Purpose of the policy

The purpose of this policy is to confirm the criteria when these arrangements may be considered and granted for a candidate at Bankside School in compliance with the regulations.

1. Decisions on the awarding of the arrangement

At Bankside School, decisions on the awarding of the arrangement are made by: the SENCo and examinations officer

- (AA4.1) MANAGING THE NEEDS OF DISABLED CANDIDATES AND CANDIDATES WITH LEARNING DIFFICULTIES Disabled candidates and candidates with learning difficulties, as set out below, may require access arrangements/reasonable adjustments. Some disabled candidates and candidates with learning difficulties may have multiple overlapping needs and will require a range of adjustments, as set out in Chapters 5 and 6. Each adjustment must be based on the candidate's individual profile and the impact their needs have on their ability to access examinations/assessments.

The aim is to remove barriers to assessment without giving an unfair advantage to any particular candidate group, ensuring all candidates have a fair opportunity to demonstrate their knowledge, skills and understanding.

Cognition and learning needs† E.g. Learning difficulties or specific learning difficulties (such as Dyscalculia and Dyslexia) (AA4.1.1) Communication and interaction needs† E.g. Autistic Spectrum Disorder (ASD), Speech, Language and Communication Needs (SLCN) (AA4.1.2) Sensory and physical needs E.g. Deaf, Vision Impairment (VI), Multi-Sensory Impairment (MSI), Physical Disability (PD) (AA4.1.3) Social, emotional and mental health needs† E.g. Attention Deficit Hyperactivity Disorder (ADHD), Mental Health Conditions(AA4.1.4)

- 4.2 PRINCIPLES FOR CENTRES

The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate, preventing them from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate. The SENCo, or an equivalent member of staff within an FE college, must ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage the candidate. † The candidate must have an impairment in their first language which has a substantial and long-term adverse effect. A candidate does not have a learning difficulty simply because their first language is not English, Irish or Welsh. 31 Produced on behalf of: ©JCQCIC 2020 Instructions for conducting examinations 1 September 2020 to 31 August 2021 For the attention of heads of centre, senior leaders within schools and colleges and examination officers A centre must make decisions on appropriate access arrangements for their candidates. Although professionals from other organisations may give advice, they cannot make the decision for the centre. They will not have a working knowledge of an individual candidate's needs and how their difficulties impact in the classroom and/or in timed assessments. It is the responsibility of the SENCo to make appropriate and informed decisions based on the JCQ regulations. (AA4.2.1)

Although access arrangements/adjustments are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question (see Chapter 3). For example, the use of a practical assistant will not normally be allowed when practical skills are being tested. (AA4.2.2) Candidates may not require the same access arrangements/reasonable adjustments in each specification. Subjects and their methods of assessment may vary, leading to different demands of the candidate. SENCos must consider the need for access arrangements/reasonable adjustments on a subject-by-subject basis. (See the second example below.) Examples • A GCE AS candidate will use a word processor in English Literature, History and Sociology examinations but not in Further Mathematics examinations. The use of a word processor in English Literature, History and Sociology AS examinations is appropriate to his needs and reflects his normal way of working within the centre(AA4.2.3)

2. Criteria for the awarding of the arrangement

Alternative rooming arrangements will be considered where the arrangement would prevent a candidate from being placed at a substantial disadvantage and where the following conditions are met:

- The candidate has an established difficulty as defined in section 5.16 of the JCQ's Access Arrangements and Reasonable Adjustments document (ICE 14.18)
- The candidate's disability is established within the centre and known to relevant staff or a senior member of staff with pastoral responsibilities (AA 5.16)
- Alternative rooming arrangements reflects the candidate's normal and current way of working in internal tests and mock examinations (AA 5.16)
- Where a candidate sits their examinations in a smaller environment away from the main examination room, the regulations and guidance within the JCQ publication Instructions for conducting examinations will be adhered to, particularly in relation to accommodation and invigilation arrangements (ICE 14.18)

3. Other rooming arrangements

At Bankside School arrangements for seating candidates in rooms separate to the main cohort may be put in place in other circumstances. As and when applicable, these circumstances include: seating candidates in an 'access arrangements' room, how candidates with readers, scribes, using word processors, etc. are seated/roomed.