Exam Access Arrangements Policy 2026

Approved by:	Alison Colwell, Principal	**Last reviewed on:**	September 2026
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This policy applies to Baleares International College at both sites, Sa Porrassa and Sant Agustí, unless a section says otherwise.

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1. Purpose

This policy explains how Baleares International College, Sa Porrassa, decides and applies access arrangements for students taking examinations. It is written for parents, carers, students and staff. It applies to external examinations (IGCSE, GCSE, International A Level and A Level) and to the school's internal and mock examinations.

2. What access arrangements are

Access arrangements are agreed changes to the way an examination is taken. They allow a student with a special educational need, disability, medical condition or temporary injury to show what they know and can do, without changing what the examination is assessing. Examples include extra time, supervised rest breaks, a reader or computer reader, a scribe or word processor, a separate room, or modified papers.

A diagnosis or additional need does not by itself entitle a student to an access arrangement. The arrangement must reflect the student's normal way of working in school and be supported by evidence.

3. Regulations the school follows

- The school is a registered Pearson Edexcel examination centre and also enters students for Cambridge International qualifications.
- For Pearson Edexcel examinations, the school follows the Joint Council for Qualifications (JCQ) publication "Access Arrangements and Reasonable Adjustments" for the current academic year.
- For Cambridge International examinations, the school follows the Cambridge Handbook and Cambridge's access arrangements guidance for the current year.
- Failure to follow the regulations is malpractice and can put a student's results at risk. The school is inspected by the awarding bodies.

4. Roles and responsibilities

Role	Responsibility
SENDCo (Lesley Dixon)	Identifies students who may need arrangements, gathers evidence from teachers, arranges assessments with the school's appointed assessor, decides arrangements and keeps the required records
Exams Officer (Jesca Verdon-Smith, Head of Academic Administration)	Applies to the awarding bodies before their deadlines, organises rooms, staff and equipment on exam days, and keeps evidence ready for inspection
Appointed assessor	Carries out assessments for learning difficulties, where required, and completes the awarding body's forms
Teachers	Provide evidence of the student's normal way of working, and use agreed arrangements in lessons, tests and mock examinations
Head of Secondary and Head of Sixth Form	Oversee the process and ensure students and parents are kept informed

Role	Responsibility
Parents and students	Tell the school about needs as early as possible and share relevant reports

5. The process

1. **Early notice.** Parents record any additional need on the admissions form and speak to the SENDCo as early as possible. Teachers raise concerns about students who seem to need support in assessments.
2. **Evidence of need and normal way of working.** The SENDCo gathers evidence from teachers of the student's difficulty and of the support the student already uses in lessons and tests.
3. **Assessment.** Where the regulations require it (for example for 25% extra time for a learning difficulty), the student is assessed by the school's appointed assessor. An assessment by an external professional can only be accepted if the assessor has agreed it with the school in advance and has received the school's paperwork before the assessment takes place. Parents should therefore discuss any private assessment with the SENDCo first.
4. **Medical evidence.** For medical conditions, disabilities or temporary injuries, evidence from an appropriate professional (for example a consultant, doctor or psychologist) is needed. Specialists provide the diagnosis; the school decides which arrangements are appropriate.
5. **Decision and application.** The SENDCo decides the arrangements. Where awarding body approval is required, the Exams Officer applies before the awarding body's deadline for the series. The school publishes its internal deadline each year.
6. **Trial in school.** Arrangements are used in lessons, internal tests and mock examinations (including the December mock series) so that the student is used to them and the school can confirm they work.
7. **Review.** Arrangements are reviewed each year and whenever a student's needs change.

6. Temporary injuries and late needs

If a student breaks a limb or develops a condition shortly before examinations, parents should contact the Exams Officer immediately. The school will apply for any arrangement that is still possible under the regulations.

7. Special consideration

Special consideration is different from access arrangements. It is an adjustment the awarding body may make after an examination if a student was affected by illness, injury or another serious event at the time. Parents should tell the Exams Officer as soon as possible, and within the awarding body's deadline.

8. Complaints and appeals

Parents who disagree with a decision about access arrangements should first speak to the SENDCo. If the matter is not resolved, the school's Complaints Policy applies.

9. Records

The school keeps the evidence and forms required by the awarding bodies securely and for the period the regulations require, and shares them only with staff who need them.

10. Monitoring and review

The SENDCo and Exams Officer review this policy each year when the JCQ and Cambridge regulations are updated.

11. Related policies

- SEND Policy
- Admissions Policy
- Accessibility Statement
- Complaints Policy