



PEGASUS ACADEMY

Access Arrangements Assessor Policy (Exams) 2025/26

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Approved by:	Kimberley Buttery
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This policy is reviewed annually to ensure compliance with current regulations.

Key staff involved in the policy

Role	Name(s)
ALS lead/SENCo	Rachel Anslow/Kerry Rudge
Exams officer	David Ingram
Senior leader(s)	Andrew Landers, Kimberley Buttery, Sarah Lawson, Sonya Griffiths, Rachel Anslow

This policy is reviewed and updated annually on the publication of updated JCQ regulations and guidance on access arrangements and instructions for conducting exams.

References in this policy to AA and ICE relate to/are directly taken from the [Access Arrangements and Reasonable Adjustments 2025-2026](#) and [Instructions for conducting examinations 2025-2026](#) publications.

Introduction

An Access Arrangements Assessor is a professional who is one of the following: employed at another centre, e.g. within an Academy chain; employed by the Local Authority; or an external assessor who has contacted the centre, establishes a working relationship with the centre and is approved by the head of centre. Before assessing the candidate, the assessor will receive as a minimum a 'skeleton' Part 1 of Form 8, working with the SENCo. (AA, 7.3.5)

put into place to ensure that candidates with special educational needs (SEN) are assessed to grant specific access arrangements such as extra time, scribes, word processors etc.

Purpose of the policy

This policy details how Pegasus Academy complies with AA chapter 7 (Appointment of assessors), in the appointment of an assessor for access arrangements and quality of the assessments undertaken to provide candidates with the access arrangements they require to succeed in their examinations.

The Responsibilities of the Head of Centre in Appointing an Assessor of Access Arrangements/Assessor Requirements

The Head of Centre will appoint must be satisfied that the given professional does have the required level of competence and training. The professional must present evidence of successful completion of a postgraduate course in individual specialist assessment at or equivalent to Level 7. (AA, 7.3.2) Once this is established the professional will then be appointed as the designated Access Arrangements Assessor from that point onwards.

The appointed assessor must possess training in all the following areas at or equivalent to A Level 7 qualification:

- The theoretical basis underlying psychometric tests, such as the concepts of validity and reliability; standard deviations and the normal curve; raw scores, standard scores, quotients, percentiles and age equivalent scores; the concept of statistically significant discrepancies between scores; standard error of measurement and confidence intervals;
- the appropriate use of nationally standardised tests for the age group being tested;
- the objective administration of attainment tests which can be administered individually. This must include tests of reading accuracy, reading comprehension, reading speed and spelling. Appropriate methods of assessing writing skills, including speed, must also be covered;
- the appropriate selection and objective use of tests of cognitive skills (see paragraph 7.5.11 in AA);
- the ethical administration of testing including the ability to understand the limitation of their own skills and experience, and to define when it is necessary to refer the candidate to an alternative professional. (AA, 7.3.4)

They must also:

- have a thorough understanding of the current edition of the JCQ document Access Arrangements and Reasonable Adjustments and the principles, procedures and accountabilities involved;

- be familiar with the Equality Act 2010 (although it is not their role to determine what is a 'reasonable adjustment', but rather to help identify access arrangements that might assist the candidate in examinations and assessments and are thus potentially reasonable adjustments);
- either hold an appropriate qualification to teach and make recommendations for secondary aged or adult learners who have learning difficulties or be a HCPC registered psychologist. (AA, 7.3.4)

The head of centre **must** ensure that evidence of the assessor's qualification(s) is obtained at the point of engagement/employment and prior to the assessor undertaking any assessment of a candidate. Evidence of the assessor's qualification(s) must be held on file for inspection purposes and be presented to the JCQ Centre Inspector by the SENCo. (AA, 7.3.4)

Reporting the Appointment of Access Arrangements Assessors

The SENCo is responsible for the following:

- SENCos must hold on file for inspection purposes evidence that the assessor(s) is/ are suitably qualified. This can be drawn, for example, from the following sources:
- copy of current Assessment Practising Certificate (APC) issued by Patoss, Dyslexia Guild or British Dyslexia Association;
- copy of Level 7 assessment qualification certificate; • screenshot of HCPC registration showing the Unique Registration Number;
- screenshot of SASC listing showing the APC code number and expiry date;
- screenshot of listing for PAPAA Graduates showing the certificate number;
- screenshot of listing for CPT3A Certificate Holders showing the certificate number;
- screenshot of listing for ETAAC Certificate Holders showing the certificate number; or
- screenshot of listing for Patoss AAA Certificate Holders showing the certificate number.

(AA, 7.4.1)

The names of all other assessors, who are assessing candidates studying qualifications as listed within the Deadlines section, must be entered into Access arrangements online to confirm their status. (AA, 7.4.3)

Before the candidate's assessment, the SENCo must provide the assessor with background information, i.e. a picture of need has been painted as required in Part 1 of Form 8. The SENCo and the assessor must work together to ensure a joined-up and consistent process. (AA, 7.5.2) The assessor is required to establish if the results of tests in literacy and/or cognitive abilities present evidence that the candidate has an impairment which substantially affects their performance. (AA, 7.5.3)

Completing Form 8 – JCQ/AA/LD, Profile of Learning Difficulties

The following information is taken directly from AA, Section 7.6:

Form 8 – JCQ/AA/LD must be used to record information about a candidate's access arrangements/reasonable adjustments and be presented by the SENCo for inspection. The candidate's name must be recorded on every page of Form 8 and where the form is stored in hard copy format it must be stapled together. The form must only be used for candidates with learning difficulties or where a Language Modifier is required.

Form 8 – JCQ/AA/LD is available from:

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/forms>

Alternatively, an online version of Form 8 is available to SENCos and assessors employed within the centre through the Centre Admin Portal (CAP). CAP can be accessed using any of the

awarding bodies' secure extranet sites.

Only Form 8 is acceptable.

The following cannot be used for processing and inspection purposes:

- spreadsheets;
- email messages;
- centre devised equivalents of Form 8;
- educational psychologists' reports;
- a diagnosis of Dyslexia;
- diagnostic assessment reports.

Where the candidate changes centre, the original or a PDF of a fully completed Form 8, together with evidence of the assessor's qualification must be provided. There is an expectation that SENCos will provide this evidence to assist their counterparts in FE colleges. The SENCo, or an equivalent member of staff within a FE college, must ensure that 25% extra time and/or a scribe remains appropriate, practicable and reasonable. Form 8 must be checked to ensure that all parts of the form have been completed, it has been signed and dated and that the candidate meets the current evidence requirements before a new online application for 25% extra time and/or a scribe is processed. (AA, 7.6.1)

Part 1 of Form 8 must be completed prior to the assessment. The SENCo or the assessor working within the centre must detail the candidate's background and history of support. The three questions within Part 1 of Form 8 must be addressed. The SENCo must have completed at least a 'skeleton' Part 1 of Form 8 before the candidate is assessed. Once the assessment has been completed, and before processing an online application, the SENCo must ensure that Part 1 of Form 8 has been fully completed. (AA, 7.6.1)

All assessors, as appointed by the head of centre and thus having an established relationship with the centre, must use Form 8, Part 2, to record the results of their assessment which are relevant to the access arrangements being requested. At the same time, the assessor must sign and date Part 2. Record forms from standardised assessments **do not** need to be kept on file for inspection. (AA, 7.6.3) The assessor must have completed the assessments themselves, with no intervention from other parties. Photocopies of Form 8 are not acceptable for processing and inspection purposes. (AA, 7.6.5)