



<b>Name of Policy</b>	Entrance Exam Concessions and Access Arrangements (Senior School 11+ and 16+)
<b>ISSR</b>	Part 3: Welfare, Health and Safety of Pupils and other Legislation
<b>Reviewed by</b>	Alleyne's Governing Board
<b>Author/SLT</b>	Ms L Mawer, Registrar/Dr T Durno, Deputy Head (Academic)
<b>Date of school review</b>	September 2025
<b>Date of next school review</b>	September 2026

**This policy applies to the Senior School.**

In line with the Equality Act 2010, the intention behind concessions and access arrangements for Alleyne's School Entrance Examinations is to make 'reasonable adjustments' to allow candidates with specific learning differences, disabilities and long-term medical conditions, or for whom English is an Additional Language, to access the examination/written assessment and show what they know and can do. Access arrangements enable a level playing field to be provided, by overcoming a potential substantial disadvantage when they are applied. They must not provide an unfair advantage and hence applications must be based upon a considered evaluation of need.

### **Eligibility for Access Arrangements**

Anyone with a special educational need or disability may be eligible for access arrangements. The Joint Council for Qualifications ('JCQ') outlines four areas of need, including:

1. Cognition and Learning
2. Communication and Communication Needs
3. Sensory and/or Physical Needs
4. Social, Emotional and Mental Health Needs.

Candidates do not require a diagnosed learning difficulty to be allowed an access arrangement, however evidence is required to support the requirement for access arrangements. Access arrangements are intended to increase access to Alleyne's School Entrance Examinations but cannot and will not be granted where they will directly affect performance in the skills that are the focus of the examination.

### **Evidence required**

Applications for examination concessions/access arrangements for a candidate on account of a disability, an injury, a long-term medical condition or specific learning difference should clearly reflect the candidate's normal way of working and the candidate's needs. The application must be supported either by:

- i. the written recommendations of an independent and appropriately-qualified physician or other medical professional. This report should confirm that the candidate's disability or medical condition has resulted in persistent and significant difficulties when accessing and processing information, for which they will require access arrangements; or
- ii. a diagnostic report by an educational psychologist or specialist teacher assessor that confirms the pupil's underlying difficulties and a signed note from the SENDCo of the candidate's current school that confirms their underlying difficulties, normal way of working and any current access arrangements.

At 16+ a copy of a signed JCQ Form 8 or Form 9 is acceptable.

Parents seeking special examination arrangements of any kind must send supporting documentation to reach the Registrar **on or before the application closing date**. **The School is not able to accept late requests.**

The School will respond in writing to confirm which, if any, special arrangement will be made for the candidate. Access arrangements will be determined according to the evidence submitted and in accordance with the JCQ regulations for public examinations. An adjustment or arrangement may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.

Once confirmed, arrangements cannot be altered.

Information and personal data about a candidate will be held and processed by the School in accordance with its Privacy Notice.

Common access arrangements include: extra time, small room invigilation, supervised rest breaks and coloured overlays.

Use of a word processor will be granted only if the candidate has: a difficulty such as speed of writing production; planning and organisation difficulties when writing by hand; a medical condition; a physical disability; a sensory impairment; and/or illegibility of handwriting.

A request for the use of a word processor will not be granted because a candidate prefers to type rather than write or can work faster on a keyboard or because he/she uses a computer or laptop at home.

### **English as an Additional Language (EAL)**

Candidates for whom English is an additional language may use an approved bilingual translation dictionary (provided by the School) for examination papers (other than English) if this reflects their normal way of working. Such candidates may also be allowed extra time in the examination if they have been resident in the UK for **less than three** years at the time of the examination, unless: (1) one or both parents are fluent in English; (2) the candidate has been educated in an international school where some or the entire curriculum was delivered in English; **or** (3) prior to their arrival in the UK the candidate was prepared for or entered for IGCSE qualifications where the question papers were set in English.

### **IMPORTANT NOTES**

#### **Access Arrangements and Learning Support Arrangements should a place be offered and accepted**

Please note that any access arrangements that the School may grant for 11+ and 16+ entrance assessments will stand only for these entrance assessments. The School cannot guarantee that these exact arrangements will apply for future assessments, and will need to be evaluated in line with Alleyn's Equal Opportunities Policy, should the candidate be

offered and accept a place at Alleyn's. Should the offer of a place at Alleyn's be accepted, this will be on the basis that any access arrangements and learning support arrangements will be subject to assessment and approval by the School's Head of Access, Inclusion and Mentoring. The School would also ask for any available reports that detail the pupil's specific needs to be provided to School.

During the admissions process, each candidate is considered on an individual basis and the School will evaluate whether it can reasonably and effectively meet his or her needs. The School will not make an offer to a candidate if it is unable to accommodate such needs.

During the admissions process and in advance of an offer being made, parents and guardians must disclose to the School any known or suspected circumstances relating to their child's health, development, allergies, disabilities and/or learning differences. The School reserves the right to subsequently withdraw any place offered based on incomplete disclosure of known or suspected needs.

Admissions enquiries:

Registrar, Alleyn's School, Townley Road, London SE22 8SU

Tel: 020 8557 1500

Email: [registrar@alleyns.org.uk](mailto:registrar@alleyns.org.uk)