



# Westfield School

07/05/2026

## Exams Access Arrangements Guidance

Dear Parent/Carer,

As we approach the Year 10 mock examinations, I would like to take this opportunity to clarify Exam Access Arrangements (EAAs) and explain how eligibility for these arrangements is determined. As an exam centre, we are required to follow the strict guidelines set out by the Joint Council for Qualifications (JCQ). We are inspected annually, and all evidence and documentation are carefully reviewed to ensure compliance and prevent malpractice.

### What are Exam Access Arrangements?

Exam Access Arrangements are adjustments made for students with significant and ongoing needs to ensure they are not disadvantaged during examinations. These may include extra time, a reader, a scribe, or other appropriate support, depending on the individual student's needs.

### How are Exam Access Arrangements decided?

EAAs can only be awarded based on evidence gathered by the school. This evidence must come from teachers and reflect the student's normal way of working. The difficulties identified must be both substantial and long-term in order to meet the criteria for support.

### The Role of Teachers

Teachers play a key role in providing this evidence, as they observe students' performance in lessons and assessments on a daily basis. It is important to understand that teachers cannot be influenced to provide evidence where it does not exist. All arrangements must be supported by clear and consistent evidence, not preference or expectation. Even where evidence is available, the SENDCo must still confirm that the criteria for support are met.

### The Role of Parents and Medical Professionals

We value parental input and understand that you may have concerns regarding your child's needs. However, parents are not able to determine EAAs. Similarly, while medical professionals may provide diagnoses and recommendations, they cannot decide on exam arrangements. Final decisions are based on evidence from teachers about the student's normal way of working and are made by the SENDCo in line with JCQ guidelines.

#### Headteacher: Mrs Gaynor Jones

Westfield School  
Eckington Road  
Sheffield  
S20 1HQ

T 0114 248 5221  
E [enquiries@westfield.chorustrust.org](mailto:enquiries@westfield.chorustrust.org)  
W [www.westfield.chorustrust.org](http://www.westfield.chorustrust.org)



#### Chorus Education Trust CEO: Mr Chris James

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### **Medical Diagnoses and Access Arrangements**

If your child has a medical diagnosis or an EHCP indicating a possible need for access arrangements, they do not need to undergo formal testing for extra time. However, we still require supporting evidence from teachers showing a significant and ongoing difficulty that affects their ability to work under standard timed conditions. A diagnosis alone does not automatically entitle a student to EAAs, and equally, students without a diagnosis may still qualify if the evidence supports it. Please note that dyslexia is not classified as a medical condition and does not automatically result in access arrangements.

### **Candidate Consent**

In line with JCQ requirements, we operate an assumed consent process when applying for Exam Access Arrangements. This means that, unless we are informed otherwise, we will proceed with submitting an application on the students behalf where the evidence supports this.

As part of this process, candidate details and the recommended arrangements will be processed through the JCQ's secure system, *Access Arrangements Online*. This system is used by schools and exam boards to apply for and confirm appropriate arrangements.

### **Next Steps**

Following the Year 10 mock examinations, we will contact you if your child is awarded exam access arrangements at this stage. This decision will be based on the evidence collected from teachers and the student's performance in these assessments.

We appreciate your understanding and cooperation. If you have any questions, please do not hesitate to get in touch.

Yours sincerely

**Anne Jenkinson**

Assistant Head / SENDCo