

Equalities Policy- Exams 2025/2026



Approved by: Julia Bray

Date: October 2025

Position: Head of Education Services

A blue ink handwritten signature of the name 'Julia Bray'.

Signed by:

Last reviewed: October 2025

Next review due: October 2026

Monitoring arrangements

This policy will be reviewed **annually** by the Head of Centre to ensure compliance with current regulations.

Author: Paula Ball Sharon Moores	Title: Inclusion Education Equalities Policy	Ref: Exams Office	Date: September 25
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Key staff involved in the plan

Inclusion School

Role	Name(s)
Head of centre	Matthew Atkinson
Senior leader(s)	Matthew Atkinson, Ele Murphy, Yvonne Haynes, Paula Ball
Exams officer	Paula Ball
SENCo (or equivalent role)	Ele Murphy

Inclusion College

Role	Name(s)
Head of centre	Chris McShane
Senior leader(s)	Chris McShane, Anna Moores, Michael Collins, Nery's Nabbs, Sharon Moore
Exams officer	Sharon Moores
SENCo (or equivalent role)	Anna Moores

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Purpose of the policy

This document is provided as an exams-specific supplement to the centre-wide equalities and/or disability/accessibility policy/plan which details how the centre will:

- recognise its duties towards disabled candidates, including private candidates, ensuring compliance with all aspects of the Equality Act 2010[†], particularly Section 20 (7). This must include a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments through the access arrangements process and to make reasonable adjustments to the services the centre provides to disabled candidates. Where the centre is under a duty to make a reasonable adjustment, the centre must not charge a disabled candidate any additional fee in relation to the adjustment or aid to any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect

(JCQ's **General Regulations for Approved Centres**, 5.4)

This publication is further referred to in this policy as [GR](#)

This policy details how the centre facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, by outlining staff roles and responsibilities in relation to:

- identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as 'access arrangements')
- requesting access arrangements
- implementing access arrangements and the conduct of exams
- good practice in relation to the Equality Act 2010

The Equality Act 2010 definition of disability

A definition is provided in the JCQ document (Adjustments for candidates with disabilities and learning difficulties) **Access Arrangements and Reasonable Adjustments 2025-2026** (*Definitions* section).

This publication is further referred to in this policy as [AARA](#)

Identifying the need for access arrangements

Roles and responsibilities

Head of centre

- Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ documents including [GR](#) and [AARA](#)
- Support the Lead for SEND in determining the need for implementing access arrangements.

Senior leaders

- Are familiar with the entire contents of the annually updated JCQ documents including [GR](#) and [AARA](#)

Exams Officers (EO)

- Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated to the Awarding Organisation (AO) JCQ publications including [GR](#) and [AA](#)
- Ensures the quality of the access arrangements process within the centre
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements are clearly defined and documented
- Ensures an appropriately qualified assessor(s) is appointed and that evidence of the qualification(s) of the person(s) appointed is held on file.
- Ensures the assessment process is administered in accordance with the regulations
- Support the Lead for SEND in determining the need for and implementing access arrangements

Special educational needs coordinator (SENCo) or equivalent role

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ document [AARA](#)
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements for candidates (including private candidates) are clearly defined and documented.

- Defines and documents roles, responsibilities and process in identifying, requesting and implementing access arrangements (Access arrangements policy)
- Ensure a statement is provided which details the criteria the centre uses to award and allocate word processors for exams.
- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated AO/JCQ publication.
- Leads on the access arrangements process to facilitate access for candidates.
- Defines and documents roles, responsibilities and process in identifying, requesting and implementing access arrangements (Access arrangements policy)
- Works with teaching staff, relevant support staff and the exams officer to ensure centre delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments.
- Ensures arrangements put in place for exams/assessments reflect a candidate's normal way working within the centre.
- Ensures the need for access arrangements for a candidate will be considered on a subject-by-subject basis.
- Ensures an appropriately qualified assessor(s) is appointed, evidence of the assessor's qualification(s) is obtained before they assess candidates and that the evidence of the qualification(s) of the person(s) appointed is held on file.
- Ensures the qualified assessor(s) has access to the assessment objectives for the relevant specification(s) a candidate is undertaking.
- If not the appropriately qualified assessor, works with the person/persons appointed, on all matters relating to assessing candidates and the administration of the assessment process.
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body.
- Presents when requested by an AO/JCQ Centre Inspector, evidence of the assessor's qualification.
- Provide information to evidence the normal way of working of a candidate.
- Provides appropriate evidence to confirm the need(s) of a candidate.

Teaching staff

- Support the SENCo in determining the need for and implementing access arrangements
- Inform the SENCo of any support that might be needed by a candidate
- Provide information to evidence the normal way of working of a candidate
- Provides appropriate evidence to confirm the need(s) of a candidate

Support staff (for example, Learning Support Assistants, Teaching Assistants and Communication Support Workers)

- (where appropriate) Provide comments and observations to support the SENCo (or equivalent role) to 'paint a holistic picture of need', confirming normal way of working for a candidate

Assessor of candidates with learning difficulties

(An assessor of candidates with learning difficulties will be an appropriately qualified access arrangements assessor/psychologist/specialist teacher assessor)

Head of Centre

- Has detailed understanding of the JCQ publication [AARA](#)
- Conducts appropriate assessments to identify the need(s) of a candidate

Use of word processors

The Word Processing Policy can be found on the school's website.

The centre will provide a word processor (e.g. computer, laptop or tablet) with the spelling and grammar check/predictive text disabled to a candidate where it is their normal way of working within the centre, unless an awarding body's specification says otherwise. For example, where the curriculum

is delivered electronically and the centre provides word processors to all candidates. This also includes electronic brailleur or a tablet.

Awarding word processors

There are also exceptions where a candidate may be **awarded** the use of a word processor in exams where they have a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates.

- A learning difficulty which has substantial and long-term adverse effect on their ability to write legibly
- A medical condition
- A physical disability
- A sensory impairment
- Planning and organisational problems when writing by hand
- Poor handwriting

Allocating word processors

Appropriate exam-compliant word processors will be **allocated** by the SEND Lead and the Head of Centre. In exceptional circumstances where the number of appropriate word processors may be insufficient for the cohort of candidates approved to use them in an exam session, the cohort will be split into two groups. One group will sit the exam earlier than or later than the published start time. The security of the exam will be maintained at all times and candidates will be supervised in line with section 2.11 of ICE.

Requesting access arrangements

Roles and responsibilities

SENCo or equivalent role

- Determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is centre delegated
- Follows guidance in [AARA](#) section 8 to process approval applications for access arrangements for those qualifications included [AARA](#)
- Ensures where JCQ forms are required to be completed, forms are signed (a handwritten, electronic or typed signature is acceptable) and dated as required prior to approval being sought and that the form is provided for processing and inspection purposes. (This maybe a hard copy paper version or electronic version)
- Applies for approval where this is required, through Access arrangements online (AAO) or through the awarding body where qualifications sit outside the scope of AAO
- Confirms by ticking the 'Confirmation' box prior to submitting the application for approval that the 'malpractice consequence statement' has been read and accepted
- Makes an awarding body referral through AAO where the initial application for approval may not be approved by AAO, where it is deemed by the centre that the candidate does meet the criteria for the arrangement(s)
- Ensures the names of all other assessors, who are assessing candidates studying qualifications covered by AAO are entered into AAO to confirm their status including any professionals working outside the centre
- Ensures that the agreed adjustment has been put in place before the candidates first examination, e.g. internal tests and mock examinations

Exams officer (EO)

- Is familiar with the entire contents of the annually updated JCQ publication [GR](#) and is aware of information contained in [AARA](#) where this may be relevant to the EO role
- Assists the SEND Lead in completion of relevant documentation for the application for access arrangements.
- Ensures that, where approval required the application is processed on time and no later than the awarding body's published deadline.
- Ensures that arrangements, and approval where required, are in place before a candidate takes their first exam or assessment (which is externally assessed or internally assessed/externally moderated)
- Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including (where required) the completion of relevant JCQ Forms, such as Form 8 (Application for access arrangements- Profile of Learning Difficulties), Form 9 (Profile of need), Form 8RF, etc. supplemented by written statements, where required etc.
- Ensures that the full supporting evidence is in place before an online application is processed.
- Reviews the evidence before the online application is processed, ensuring that the candidate does meet the published criteria for respective arrangement.
- Holds all supporting evidence and presents such evidence to a JCQ Centre Inspector upon request.
- Maintains a file/e-folder for each candidate (the required documentation for a candidate will be in hard copy within the candidates file/each of the required documents held electronically within the candidates e-folder) that will include:
 - Completed JCQ/awarding body application forms and evidence forms
 - Appropriate evidence to support the need for the arrangement where required
 - Appropriate evidence to support normal way of working within the centre
 - In addition, for those qualifications covered by AAO (where approval is required), a printout/PDF of the AAO approval and a signed candidate personal data consent form(which provides candidate consent to their personal details being shared)
 - (Where applicable) 'Data protection confirmation by the examinations officer/SENCo completed before an application is processed online
- Presents the files/e folders when requested by a JCQ Centre Inspector and address any queries/questions raised
- Liaises with teaching staff regarding any appropriate modified paper requirements for candidates
- Liaises with SEND Lead to ensure arrangements are in place to either order a non-interactive electronic (PDF) question paper/to download a PDF copy of the standard question paper where provided, or to open a question paper packet in the secure room within 90 minutes of the published starting time for the exam where the centre is
- Implementing access arrangements and the conduct of exams permitted to modify a timetabled written component exam paper (copy on coloured paper, enlarge to A3 or copy to single sided print)
- Following the appropriate process (using AAO for those qualifications included in the tool; using Form VQ/EA), orders published modified papers, by the awarding body's deadline for the exam series, where these maybe required for a candidate.

Roles and responsibilities

External assessments

These are assessments which are normally set and marked/examined by an awarding body which must be conducted according to awarding body instructions and/or the JCQ publication [Instructions for conducting examinations](#) (ICE).

Head of centre

- Supports the SENCo, the exams officer and other relevant centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams.

SENCo (or equivalent role)

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)
- Ensures a candidate is involved in any decisions about arrangement, adjustments and/or adaptations that maybe put in place for them and ensures the candidate understands what will happen at exam time.
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage such candidates.
- Ensures that prior to any arrangements being put in place checks are made that arrangements do not impact on any assessment criteria/competence standards being tested.
- Liaises with the exam officer (EO) regarding facilitation and invigilation of access arrangement candidates in exams
- Monitors, in internal tests/mock exams, the use of arrangements granted to a candidate and where a candidate has never made use of the arrangement, may consider withdrawing the arrangement, provided the candidate will not be placed at a substantial disadvantage.

Supported by the Exams officer.

- Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Sign Language Interpreter)
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures the facilitator is known by or introduced to the candidate prior to exams
- Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate.
- Liaises with EO to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues.
- Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators.
- Liaises with the EO where a facilitator maybe required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams.
- Ensures appropriate seating arrangements are in place where different arrangements may need to be made for a candidate to facilitate access to his/her exams.
- Ensures invigilators are briefed prior to each exam session of the arrangement in place for a disabled candidate in their exam room.
- Ensures where a person is appointed to facilitate an access arrangement, the person appointed is not normally the candidates own subject teacher. Learning Support Assistant or teaching assistant. Where the candidates own subject teacher, Learning Support Assistant has to be used, a separate invigilator is always present.
- Ensures where a person is appointed to facilitate an access arrangement, the person appointed is not a relative, friend, peer or private tutor of the candidate.
- Checks in advance of dated exams/assessments that modified paper orders have arrived (and if not will contact the awarding body to ensure that papers are available when required).
- Makes modifications that are permitted by the centre (a question paper copied onto coloured paper, an A4 to A3 enlarged paper or a paper printed on single sheets or where a question paper may need to be scanned into PDF format where a candidate is approved the use of a computer reader) that maybe required and, where approved, opens the exam question paper packet in the secure room
- Understands that where permitted/approved, secure exam question paper packets may need to be opened early where preparation is required by the facilitator (Oral Language Modifier, Live Speaker, Sign Language Interpreter only)
- Provides cover sheets prior to the start of an exam where required for particular access arrangements and ensures that these have been fully completed before candidate's scripts are dispatched to examiners/markers
- Prints pre-populated cover sheets from AAO where this is required for GCSE and GCE qualifications.

- Where required for emergency (temporary) access arrangements, applies for approval through AAO or through the awarding body where qualifications sit outside the scope of AAO.

Exams Officer

- Is familiar with instructions for Invigilation arrangements for candidates with access arrangements and Access arrangements in [ICE 2025-2026](#)
- Is familiar with Checklist for Head of Centre and examination officers – The Equality Act 2010 and conduct of examinations provided in the current [ICE](#) (page 44)
- Liaises with the SENCo regarding facilitation and invigilation of access arrangement candidates in exams.
- Liaises with other relevant centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access to exams.
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s).
- Ensures the facilitator is known by or introduced to the candidate prior to exams.
- Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate.
- Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators.
- Liaises with the SENCo to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for those who require it.
- Liaises with the SENCo to ensure exam information (JCQ information for candidate's documents, individual exam timetable etc) is adapted where this maybe required for such candidates to access it.
- Liaises with the SENCo regarding the facilitation and invigilation of access arrangement candidates.
- Liaises with the SENCo regarding rooming of access arrangement candidates.
- Liaises with the SENCo to ensure that invigilators are made aware of the Equality Act 2010 and are trained with disability issues.
- Ensures appropriate seating arrangements are in place where different arrangements may need to be made for a candidate to facilitate access to their exams.
- Ensures candidates with access arrangements are identified on exam room seating plans and invigilators are made aware of the arrangements awarded and invigilators informed of those candidates with access arrangements and made aware of the access arrangement(s) awarded.
- Ensures invigilators supervising access arrangement candidates are trained in their role and understand the invigilation arrangements required for access arrangement candidates and the role of any facilitator.
- Checks in advance of dated exams/assessments that modified paper orders have arrived (and if not will contact the awarding body to ensure that papers are available when required)
- Has a process in place to deal with emergency(temporary) access arrangements as they arise at the time of exams in terms of rooming and invigilation.
- Liaises with the SENCo and Provision Managers where a facilitator maybe required to support a candidate requiring an emergency(temporary) access arrangement at the time of exams.
- Responsible for the centre's emergency evacuation procedures and the arrangements that may need to be in place for a candidate with a disability who may need assistance when an exam room is evacuated and understands and follows instructions for Invigilation arrangements for candidates with access arrangements and Access arrangements in [ICE 2025-2026](#)
- Understands that where permitted/approved, a secure question paper packet may need to be opened early in the secure room to facilitate the following:

- A Language Modifier may have access to the question paper 60 minutes prior to the awarding body's published start time for the exam to prepare.
- The Communication Professional may have access to the question paper 60 minutes prior to the awarding body's published start time for the exam to prepare.
- A Live Speaker may have access to the transcript of the Listening examination 60 minutes prior to the awarding body's published start time for the exam to prepare.
- Makes modifications that are permitted by the centre (a question paper copied onto coloured paper, an A4 to A3 enlarged paper or a paper printed on single sheets or where a question paper may need to be scanned into PDF format where a candidate is approved the use of a computer reader that maybe required and either accesses a non-interactive electronic (PDF) question paper or opens the exam question paper packet in the secure room no earlier than 90 minutes prior to the awarding body's published start time of the exam.
- Provides cover sheets prior to the start of an exam where required for particular access arrangements and ensures that these have been fully completed before candidates' scripts are dispatched to examiners/markers: Prints pre-populated cover sheets from AAO where this is required for those qualifications listed on page 2/92 of [AARA](#).
- Has a process in place to deal with emergency (temporary) access arrangements as they arise at the time of exams in terms of rooming and invigilation.
- Liaises with the SENCo and SLT Lead for exams where a facilitator maybe required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams.
- Where required for emergency (temporary) access arrangements, applies for approval through AAO or through the awarding body where any qualifications sit outside the scope of AAO.
- Ensure a record of the content of training given to those facilitating an access arrangement for a candidate under examination conditions is kept and retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

Other relevant centre staff

- Support the SENCo Lead and the exams officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

Internal assessments

These are non-examination assessments (NEA) which are normally set by a centre/awarding body, marked and internally moderated/standardised by the centre and externally moderated by the awarding body.

However, 'NEA' is not limited to internal assessment as externally marked and/or externally set practical examinations taken at different times across centres are also classified as 'NEA'.

SENCo or equivalent role

- Liaises with teaching staff to implement appropriate access arrangements for candidates
- With support from the EO provide exam materials that may need to be modified for a candidate
- Ensures centre- delegated and awarding approved arrangements are in place prior to a candidature taking their first formal supervised assessment.
- Ensures candidates are aware of the access arrangements that are in place for their assessments.
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s).
- Ensures cover sheets are completed as required by facilitators
- Liaises with the teacher where a facilitator maybe required to support a candidate requiring an emergency(temporary) access arrangement at the time of his/her formal supervised assessment.

Exams Officer

- Provide exam materials that may need to be modified for a candidate.

- Provide the SEND Lead with internal exam timetable to ensure arrangements are put in place when required.

SLT Lead for exams

- Support the SENCo in implementing appropriate access arrangements for candidates.
- Provide the SENCo with assessment schedules to ensure arrangements are put in place when required.
- Liaise with the SENCo regarding assessment material that may need to be modified for a candidate.

Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidates
- Provide SENCo with internal exam timetable to ensure arrangements are put in place when required.
- Ensures cover sheets are completed as required by facilitators
- Provide the Assessor with assessment schedules to ensure arrangements are put in place when required.
- Liaise with the Assessor regarding assessment materials that may need to be modified for a candidate.
- Ensures a candidate has had appropriate opportunities to practice using the access arrangement(s) before their first examination

Internal exams/assessments

These are exams or tests which are set and marked within the centre, normally a pre-cursor to external assessments.

SENCo or equivalent role

- Liaises with teaching staff to implement appropriate access arrangements for candidates
- Ensures centre-delegated and awarding body approved arrangements are in place prior to a candidate taking their first formal supervised assessment.
- Ensures candidates are aware of the access arrangements that are in place for their assessment.
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular arrangement(s).
- Ensures cover sheets are completed as required by facilitators.
- Liaises with the teacher where a facilitator maybe required to support a candidate requiring an emergency (temporary) access arrangement at the time of his/her formal supervised assessment.
- Provide exam materials that may need to be modified for a candidate.

SLT Lead for exams

- Support the SENCo in implementing appropriate access arrangements for candidates
- Provide the SENCo with assessment schedules to ensure arrangements are put in place when required.
- Liaise with the SENCo regarding assessment materials that may need to be modified for a candidate.

Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidates

Facilitating access - examples

The following information confirms the centre's good practice in relation to the Equality Act 2010 and the conduct of examinations.

On a candidate-by-candidate basis, consideration is given to:

- adapting assessment arrangements
- adapting assessment materials
- the provision of specialist equipment or adaptation of standard equipment
- adaptation of the physical environment for access purposes

The table provides example arrangements, adjustments and adaptations that are considered to meet the need(s) of a candidate and the actions considered/taken by the centre for the purposes of facilitating access.

Example of candidate need(s)	Arrangements explored	Centre actions
A medical condition which prevents the candidate from taking exams in the centre	Alternative site for the conduct of examinations Supervised rest breaks	SENCo gathers evidence to support the need for the candidate to take exams at home and for SRB Pastoral head provides written statement for file to confirm the need Approval confirmed by SENCo; AAO approval for both arrangements not required Pastoral head discussion with candidate to confirm the arrangements which should be put in place EO submits 'Alternative site form' for timetabled written exams to awarding body/bodies online using CAP An on-line submission must only be made for timetabled written examinations in the following qualifications... EO provides candidate with exam timetable and JCQ information for candidates Pastoral head confirms with candidate the information is understood Pastoral head agrees with candidate that prior to each exam will call to confirm fitness to take exam EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials Invigilator monitors candidate's condition for each exam and records any issues on incident log Invigilator records supervised rest breaks (time and duration) on incident log and confirms full time given for exam Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by his/her condition EO discusses with pastoral head if candidate is eligible for special consideration (candidate present but disadvantaged) EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence, supported by appropriate evidence signed by a member of the senior leadership team (Evidence retained until after the publication of results) Pastoral head informs candidate that special consideration has been requested
Persistent and significant difficulties in accessing written text	Reader/computer reader 25% Extra time Alternative rooming arrangements	Confirms candidate is disabled within the meaning of the Equality Act 2010 Papers checked for those testing reading Computer reader/examination reading pen sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded Candidate informed that an application for access arrangements will be processed using Access arrangements online AAO application for approval processed Supporting evidence and AAO approval—kept on file

Significant difficulty in concentrating	Prompter Alternative rooming arrangements	Gathers evidence to support substantial and long term adverse impairment Candidate informed that an application for access arrangements will be processed using Access arrangements online AAO application for approval processed Supporting evidence and AAO approval, kept on file Confirms with candidate how and when they will be prompted Briefs invigilator to monitor candidate and the method of prompting (call out his name to bring his attention back to the paper - confirms requirement for alternative room)
A wheelchair user	Desk Rooms Facilities Seating arrangements Practical assistant	Candidate informed that an application for access arrangements will be processed using Access arrangements online Applies for practical assistant to help candidate set up wheelchair and other equipment in a practical assessment; approval automatically fails so awarding body referral lists the tasks that will be performed Supporting evidence and AAO approval, kept on file. Provides height adjustable desk in exam room Allocates exam room on ground floor near adapted bathroom facilities Spaces desks to allow wheelchair access Seats candidate near exam room door Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room Practical assistant cover sheet printed from AAO; to be completed by facilitator and inserted inside the candidate's work where this may be applicable to the assessment