

# KS3 Reasonable Adjustment for School Wide Summative Assessments 2025-26

## Key Information

**Principal:** Dame Sally Coates  
**Data and Exams Lead:** Olivia Hill  
**SENDCo:** Ailish Langan  
**Assessor:** Hannah Tracey

## The Purpose of Reasonable Adjustments for KS3 School Wide Summative Assessments

To ensure KS3 assessment arrangements are fair, consistent, and reflect students' **normal way of working**, supporting **equity** while building **independence**.

These adjustments also establish the evidence base for any future exam access arrangements at KS4/KS5.

This policy covers **school wide summative assessments** for students in Years 7–9. It does **not** grant JCQ access arrangements; those relate to external public exams and must be evidenced by patterns of reasonable adjustments in day-to-day learning and internal assessments. The decision to provide access arrangements cannot be agreed any earlier than the Summer Term when a student is in Year 9.

Only school-based evidence will be considered when making decisions regarding reasonable adjustments at KS3. Class teachers will provide support based on their professional judgement and knowledge of their students supported by training from the SENCo and Heads of Department.

Reports from external professionals are still very much welcomed and will be used to inform how class teachers support students' learning in the lesson. This will in turn inform the reasonable adjustments given in assessments and subsequently KS4 Access Arrangements for mocks and exams.

## Classroom-based adjustments

- **Word processor** (with spell check turned off) for students with slow processing, poor working memory, slow/illegible handwriting, or incomprehensible spelling; typically appropriate for students with a dyslexia diagnosis.  
Devices are collected from IT at the start of the day and returned at lunch or end of day during exam periods.
- **Pen reader** where reading access is the barrier
- **Visual/analogue timers** to support self-management of time
- **Prompting** from class teacher to support with focus and time management
- **EAL dictionaries** where appropriate to language need

## Enhanced Adjustments

- **Separate room** (quiet space) where environmental factors present a barrier
- **Human reader** when reading is the barrier and a reader pen is unsuitable/insufficient for that student

- **Movement breaks** for regulation where agreed as part of normal routines. There will be no additional time given for these breaks

### Adjustments not permitted at KS3

- **Extra time**
- **Supervised rest breaks**

In line with JCQ guidelines, Holland Park School wishes to encourage independence by utilising other means of support before considering additional time. This will also ensure that students who require more time in lessons are grouped together and are able to access a slower pace as part of their normal way of working.

This can then be used as evidence if a decision is made to apply for extra time in the Summer of Year 9 for mocks and external exams.

Only under rare and exceptional circumstances will additional time be given to students in Years 7,8 and 9.

