



**Lisneal College**  
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Londonderry BT47 5FQ

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1 October 2025

Dear Parent / Guardian,

I am writing to you with further information regarding your child's previous Access Arrangements as they continue their studies in Year 11. Since joining at the school, your child has received 25% Extra Time and/or Separate Invigilation as their 'normal way of working' in all class tests. Your child may also have other access arrangements such as a reader, scribe, prompter or supervised rest breaks. These arrangements will remain in place as normal.

To confirm the need for 25% extra time, I recently assessed your child using the following assessments:

- TORE – test of retrieval speed
- SPARCS – Tests of Processing and Reading Comprehension Speed
- Woodcock Johnson IV – Tests of Reading, Writing and Mathematical Fluency speed

Having marked and analysed the results, **I am writing to you to confirm that your child continues to qualify for 25% extra time.** If you wish to discuss the results in more detail, please do not hesitate to contact me via the school office.

The guidelines on the use of extra time are very clear and it is crucial that your child continues to use this for all classroom tests and mock examinations – this can be done by changing the colour of their pen and making use of the extra time provided. Please have a discussion with your child about using this arrangement as if evidence of need is not gathered, the arrangement may need to be revoked.

Finally, a formal application for 25% extra time will be made via Access Arrangements Online before 21<sup>st</sup> October 2025. Your child has already provided consent for the application to be made, however, **if you do not wish for your child to be provided with 25% extra time, please contact me via the school office as soon as possible.**

If you wish to read more information regarding access arrangements, please see the attached parental guidance from JCQ.

Mr Steven McFaul

Assistant Learning Support Coordinator



**Principal:** M.Allen B.Ed. (Hons), P.Q.H.N.I.  
**Vice Principals:** C. Johnston B.Ed (Hons), P.Q.H.N.I. R. Mullan B.A. (Hons), P.Q.H.N.I.



**INVESTORS IN PUPILS**

## What are access arrangements?

- Access arrangements allow students with specific needs, such as special educational needs and disabilities to access an exam.
- They allow students to show what they know and can do without changing the demands of the exam.

## How will the process start?

- Parents and carers should let the SENCo know as soon as possible if their child has additional needs. Good and open communication is important.
- Students in Further Education should record their additional needs on the college's enrolment form.
- The SENCo will work with teachers and the student to identify possible arrangements.
- Various access arrangements are available. For example, support for students who have difficulties with reading, writing, speed of working and concentration.
- Not all students with additional needs will require access arrangements. It depends on whether their difficulty affects their access to exams. Additional needs alone do not entitle a student to access arrangements.

## Who will make the assessment?

- If a student has learning difficulties, the school or college's appointed assessor must conduct the assessment to determine the need for access arrangements such as 25% extra time.
- If an external assessor diagnoses a learning difficulty (for example, dyslexia, dyscalculia), the assessment can only be used as evidence for access arrangements if the assessor has liaised with the school or college in advance and received the necessary access arrangements paperwork.
- Specialists (for example, a medical consultant, a psychiatrist) are responsible for providing a formal diagnosis. They are not responsible for decisions about access arrangements.
- The school or college must decide which access arrangements a student has for their exams.
- Teachers must give evidence to show that an access arrangement is needed. The school or college will record how effective the arrangement is in the classroom, in internal tests or in mock exams.

## What else needs to be done?

- The school or college will have to apply for some arrangements.
- If a student has complex needs, a school or college can discuss their needs with the exam board.

## Finally

Schools and colleges must follow the rules. They are inspected and if they are found to be breaking the rules, this will be malpractice.