© Journal of Accessibility and Design for All (JACCES), Volume 16, Issue 2, 2026, ISSN: 2013-7087
DOI: https://doi.org/10.17411/jacces.v16i2.746

University entrance exams for students with special educational needs

Analysis by Spanish autonomous communities

González-Rodríguez R., Universidade de Vigo, Spain,
ORCID 0000-0003-1806-1103, rubgonzalez@uvigo.gal

Díaz-Pereira M. P., Universidade de Vigo, Spain,
ORCID 0000-0003-4138-1674, pinod@uvigo.gal

Delgado-Parada J., Universidade de Vigo, Spain,
ORCID 0000-0001-6300-2888, joseba.delgado@uvigo.gal

Riobóo-Lois B., Universidade de Vigo, Spain,
ORCID 0000-0002-7293-1694, arioboo@uvigo.gal

Received: 2026-04-24 | Accepted: 2026-10-28 | Publication: 2026-11-11

Abstract: Access to university for students with special educational needs remains a major challenge for inclusive education in Spain. Structural, regulatory and social barriers, along with territorial inequalities, hinder equity. This study analyses the procedures for processing and resolving requests for adaptations in university entrance exams, as well as the types of measures adopted. Data were gathered from 16 Spanish regions through an open-ended questionnaire and analysis of information published on institutional websites. The results show great heterogeneity in admission criteria, required documentation, and adaptations granted, both in terms of material and human support, as well as the measures applied during the administration and correction of the exams. This lack of regulatory harmonisation creates inequalities that compromise equitable access to higher education. The study concludes by highlighting the urgent need to establish common national criteria to ensure fair, accessible, and inclusive assessment processes.

Keywords: Access, Higher education, Special Needs, Students with Disabilities, Inclusion, Spain.

1. Introduction

The concept of inclusive education can be confusing (Echeita & Ainscow, 2011) or have different interpretations (Dyson & Millward, 2000; Muñoz, 2012). Essentially, it seeks to defend the right of all people to learn in a standardised system that considers their circumstances and support needs (Ainscow, Slee, & Best, 2019). In other words, it is a process that promotes learning to live with differences (López-Melero, 2011) by identifying and eliminating barriers or factors that may limit access to and participation in education for all people (Florian, 2019). In line with the principles of Universal Design for Learning (UDL), ensuring inclusion involves anticipating and removing barriers that may limit access, participation, and learning by designing flexible and accessible educational environments that recognize and respond to diversity (King-Sears, et al., 2023).

For inclusive education to be viable in practice, it requires the support of different governments, public authorities, and educational and social administrations to generate genuine political

conviction concerning it and provide sufficient resources at different levels (economic, social, and cultural) (Arnáiz, 2019). For this purpose, it is essential to bear in mind what is happening both within and outside educational institutions and within the system as a whole; that is, an ecological perspective on equity is necessary (Ainscow, Dyson, Goldrick, & West, 2013; Echeita, 2022). The implementation of an inclusive education system guarantees both the right to education and the construction of fairer and more sustainable societies (Medina, 2019). However, inclusive higher education is still more of a policy objective than an established reality (Solís-García, Barreiro-Collazo, Rodríguez-Correa, Delgado-Rico, & Real-Castelao, 2025). In this regard, a recent study found that while UDL shows significant potential for promoting inclusive education, systemic barriers and teachers' perceptions continue to pose significant challenges (Muzdalifah, et al., 2026).

Various international organisations, such as the United Nations Educational, Scientific and Cultural Organisation (UNESCO, 1994; UNESCO, 2009; UNESCO, 2011; UNESCO, 2015a; UNESCO, 2015b), the UN (UN, 2015) with Sustainable Development Goal (SDG) 4 of its 2030 Agenda, the Organisation for Economic Co-operation and Development (OECD, 2020) and the European Agency for Special Needs and Inclusive Education (Donnelly & Watkins, 2021), have sought to contribute to the promotion of more inclusive educational policies, procedures and instruments. The last body includes among its current priorities the need for greater collaboration between agencies, services and institutions to contribute to the transition of students across schools/stages of education, as well as to entry into higher education and the labour market. The UN (UN, 2015) seeks to create partnerships for sustainable development (SDG 17) with a view to inclusive education (SDG 4).

Some authors (Heleta & Bagus, 2021) assert that, in fact, no work is being done in this area at the international level, which means that certain population groups face restrictions in accessing and participating in higher education. Other authors have pointed out that students' social background or rural origins may also contribute to inequality in academic selection processes (Deng, 2024). In other contexts, authors have found that university websites are significantly inaccessible, which could constitute a major barrier to higher education access (Rahmatizadeh & Valizadeh-Haghi, 2018). These situations of disadvantage interact with other variables, such as socioeconomic status, becoming cumulative and creating barriers to access to higher education (Lambrechts, 2020). Given this situation, the variables that favour permanence and continuity in studies must be promoted. In this sense, having specific and sufficient individualised support can prevent school dropout among different groups (Cage & McManemy, 2022; Sahli, Brandenberg, Ganz, & Wüthrich, 2022). Therefore, education systems, and particularly universities for this study, must strengthen the guarantee of equal access and participation processes. When discussing special educational needs (SEN), particularly disability, prior planning is required to consider support needs and solutions to break down structural barriers (Langørgen & Magnus, 2020), thereby contributing to improved academic and social support and thus equalising opportunities (Cage & McManemy, 2022; Weiss, Lerche, Muckenthaler, Heimlich, & Kiel, 2019). Only in this way can educational success be assessed in terms of students' progress in developing their capacities and skills (Pujolàs, 2012). Furthermore, the students themselves highlight the structural barriers to inclusion in higher education, which not only hinder access to study but also affect their academic journey (Ed-dali, 2024).

In the case of Spain, the Constitution (Constitución Española, 1978) recognises the right to education for all (Art. 27). In the context of higher education, Royal Decree 1791/2010, of 30 December, approving the University Student Statute (Real Decreto 1791/2010), recognises the right of students who meet the established requirements to apply for admission to degree

programs at any Spanish university. Likewise, Organic Law 2/2023, of 22 March on the University System (Ley Orgánica 2/2023), declares the right of access to university education, guaranteeing equal opportunities and conditions in the exercise of this right for all (Art. 31.1), without discrimination based on racial or ethnic origin, sex, sexual orientation, gender identity, disability, illness, socioeconomic status, language, etc. (Art. 37.1). In addition, universities must promote inclusive curricular structures to ensure an inclusive, accessible and adaptable university education, on an equal footing with the rest of the student body, making reasonable adjustments, both curricular and methodological, to teaching materials, teaching methods and the assessment system (Art. 37.2). In this regard, the National Agency for Quality Assessment and Accreditation (ANECA) (2024) proposes an institutional and process-oriented approach to evaluating university policies and practices regarding the inclusion of students with disabilities and special needs. This framework involves reviewing the actions taken throughout the academic journey—from access and admission to teaching, learning, assessment, and participation in university life— to identify barriers and improve institutional inclusion processes (Nyssen, 2023).

Royal Decree 534/2024, of 11 June, regulating the requirements for access to official university degree programmes, the characteristics of the entrance examination and the basic rules governing admission procedures (Real Decreto 534/2024), provides for a quota of up to 5% of places for students with officially recognised disabilities or SEN related to disability. However, although the trend is rising, there is still a long way to go to reach the stipulated percentage, and early twenty-first-century statements (Pérez, 2004) remain valid. In other words, there are still a small number of students with disabilities at university. Although SEN covers different cases, in addition to disability, it is the most regulated and studied. Based on data provided by 56 universities for the 2021-2022 academic year (Fundación Universia, 2023), students with disabilities represented only 1.6% of the total university student population.

In addition to underrepresentation, students with disabilities face various difficulties in the university environment associated with deficits in different resources and procedures: lack of adapted public transport; lack of technical aids; inaccessibility of some centres and faculties; communication barriers; lack of sign language interpreters and/or teaching assistants; lack of teacher training; etc. In fact, around 70% of students with disabilities were not provided with any kind of adaptation in accessing university, and up to 20% suffered discrimination in accessibility, curriculum adaptation, exams, relations with teachers, or certain bureaucratic aspects (Fundación Universia, 2023). Consequently, there is a gap between the level of education attained by the general population, with up to 38.6% receiving higher education, compared to the population with disabilities (19.1%) (Huete-García, Morales-Romo, Otaola-Barranquero, & Jiménez-Lara, 2023).

University entrance exams in Spain are regulated by Organic Law 3/2020, of 29 December (Ley Orgánica 3/2020). This regulation establishes the obligation to pass a specific entrance exam (Art. 38.1), which is added to the grades obtained in the previous educational stage. It is the responsibility of the Spanish Government, after consultation with the autonomous communities, to define the basic characteristics of this exam (Art. 38.3). Likewise, the LOSU grants the Government the power to establish the basic rules for admission to universities (Art. 31.2). The state procedure for access to higher education is set out in Royal Decree 534/2024 (Real Decreto 534/2024), which regulates the processes and criteria for admission to the university system. Concerning students with SEN, this royal decree assigns the organising committees of the exams the responsibility of implementing the necessary measures to guarantee equal opportunities, non-discrimination and universal accessibility (Art. 21.1). These measures may include

adaptations of time, exam formats, material and human resources, as well as specific products and support (Art. 3.2).

Despite the existence of a state regulatory framework that seeks to harmonise procedures throughout the territory, the territorial structure of the Spanish state —composed of 17 autonomous communities with transferred powers in the area of education— leads to considerable diversity in the practical application of these regulations. This diversity must also coexist with the principle of university autonomy, which grants each university the capacity for self-government through its bodies. As a result, there are significant variations in the implementation of educational measures, including the provision of support for students with SEN. In this regard, previous studies have shown that the segregation of students with disabilities into special education centres does not always respond to pedagogical criteria linked to their needs but is mediated by factors such as gender or the autonomous community of residence (Ramos & Huete-García, 2016).

This context has a greater impact on students with SEN. According to the LOMLOE (Ley Orgánica 3/2020), students with SEN face barriers that limit their access, attendance, participation or learning, resulting from disability or serious behavioural, communication and language disorders (Art. 73.1). It also states that the education system will have the necessary resources to enable them to achieve the objectives set for all students in general, providing them with the necessary support (Art. 73.2) so that they can continue their schooling at all pre- and post-compulsory education levels, including the adaptation of the conditions for taking the established exams (Art. 73.5). Concerning the configuration of the spaces where the exams are carried out, the trend is to incorporate spaces with support (mainly human) within the ordinary commissions, although there are specific commissions for students with SEN who have greater support needs or whose health conditions prevent them from attending shared spaces.

The inclusion of people with SEN in the university context has been a topic of recent research interest in Spain (Díaz-Jiménez, Yerga-Míguez, Relinque, & Granados-Martínez, 2025; Serrano & Viguera, 2024). However, the mechanisms for accessing the university system have not been studied extensively. Given this situation, it seems relevant to understand how university entrance exams are adapted in Spain, from the moment of application to the marking of the exams, to assess the possible existence of differences between autonomous communities in terms of promoting inclusive education. Given the above, the objective of this study is to analyse the procedures related to the processing and resolution of applications for adapting university entrance exams in different Spanish autonomous communities, as well as the types of measures to be adopted. Specifically, it aims to answer the following research questions (RQs):

- What are the prerequisites for accessing exam accommodation? (RQ 1)
- What documentation must accompany the request for exam accommodation? (RQ 2)
- Which agents and institutions are involved in the process of processing and resolving requests for exam accommodation? (RQ 3)
- What are the different measures to be taken before and during the exams? (RQ 4)
- What are the different measures to be taken when marking exams that have been adapted? (RQ 5)

2. Material and Methods

To answer the research questions posed, two sources of information were used. First, a questionnaire was designed and administered to members of the regional committee responsible for university entrance exams. Subsequently, an analysis was conducted of the websites of the different Spanish autonomous communities whose representatives had completed the questionnaire.

2.1. Instruments, participants/sample and data collection

The initial data collection was carried out using a questionnaire designed and validated by four experts in education and social work, who discussed the clarity and relevance of the items according to the RQs and resolved discrepancies until agreement was reached on the final version. The instrument (Appendix), which was approved by the four experts, consists of 10 open-ended questions referring to procedures related to: the presentation and processing of requests for exam accommodation, the accommodations to be applied during the exams, and their correction.

The questionnaire was transferred to Google Forms and sent by email by the delegate of the Interuniversity Commission of Galicia, who requested the collaboration of all the autonomous communities in gathering information. Sixteen of the seventeen possible members of the committee responsible at the state level (comprising delegates from all Spanish autonomous communities, except the Community of Madrid) for university entrance exams completed the questionnaire. The members represented their autonomous communities at the 5th CRUE Conference on Access and Admission to Spanish Public Universities held in Las Palmas de Gran Canaria.

To enrich the information obtained through the questionnaires, an analysis was carried out of the information available on the website regarding adaptations to university entrance exams in the sixteen autonomous communities that had completed the questionnaire. The protocol for analysing the websites followed the procedure proposed in another study (Mosteiro, Espiñeira, Muñoz, & Porto, 2025):

1. Search and registration of websites that included information on the procedures for adapting university entrance exams in the different participating autonomous communities.
2. Access to various websites, downloading, and reading documents related to the adaptation of university entrance exams.
3. Creation of a computerised registration form to record the information under the following headings: name of the autonomous community, pre-registration procedures (requirements and necessary documentation), processing of applications (location, services/human resources involved), conduct of the exams (content of the reports with the type of adaptations to be applied during the exams and location) and correction (information transferred to the evaluation committee and existing protocols).

Considering that the website analysis served as a complement to the delegates' responses, the authors did not consider conducting follow-up interviews or requesting further clarification. The information gathered from both sources was considered sufficient to address the RQs proposed.

2.2. Data analysis

The raw data obtained from the questionnaire questions and the web pages were integrated and organised according to the previously posed research questions (RQs). Next, a content analysis of the information was conducted using an essentially inductive approach.

The 1st-level categories were established based on the RQs and are: prerequisites, defined as criteria for access to exam adaptation; documentation accompanying the application for adaptation to the university entrance exams; agents, institutions and services involved in the accreditation process, submission, reception and assessment of applications; adaptations, defined as the typology of measures to be applied in the course of the exam concerning the extension of times, adaptations in the examination, material and human resources available, accessibility and other aspects to be considered; and correction, which are aspects intended to correct university entrance examinations with adaptations.

In general, the 2nd-, 3rd-, and 4th-level subcategories emerged from the analysis of the raw information following an inductive process. However, in the case of adaptations, the 2nd- level categorisation from Royal Decree 534/2024 (Real Decreto 534/2024) was complemented in the 3rd and the 4th-level from the raw information (Table 1).

Table 1. 1st-, 2nd- and 3rd-level categories and subcategories of information analysis

1st level categories	2nd level subcategories	3rd level subcategories
Prerequisites	Percentage disability	
Prerequisites	Previous adaptations	
Prerequisites	Medical certificate	
Prerequisites	Depending on the need	
Documentation	Psychopedagogical report	
Documentation	Medical report	
Documentation	Disability certificate	
Documentation	Other	Inspection report
Documentation	Other	School certificate
Documentation	Other	Registration census
Agents, institutions and services	Accreditation	Health service
Agents, institutions and services	Accreditation	Educational service
Agents, institutions and services	Accreditation	Combination
Agents, institutions and services	Accreditation	Depending on the need
Agents, institutions and services	Presentation	Educational centre
Agents, institutions and services	Presentation	Student/legal tutoring
Agents, institutions and services	Reception	University commission
Agents, institutions and services	Reception	School guidance service
Agents, institutions and services	Reception	Other
Agents, institutions and services	Evaluation	Competent service

1st level categories	2nd level subcategories	3rd level subcategories
Agents, institutions and services	Evaluation	Professional profile
Adaptations	Time	Exam
Adaptations	Time	Breaks
Adaptations	Exam	Instructions
Adaptations	Exam	Format
Adaptations	Resources	Material
Adaptations	Resources	Human
Adaptations	Accessibility	Information
Adaptations	Accessibility	Physical
Adaptations	Space	Specific
Adaptations	Space	Ordinary
Correction	Criterion	Presentation
Correction	Criterion	Written expression
Correction	Criterion	Spelling mistakes
Correction	Subject	Foreign language
Correction	Subject	Spanish language
Correction	Subject	Other language
Correction	Protocol	Dyslexia
Correction	Protocol	Dysgraphia
Correction	Protocol	Dysorthographia
Correction	Protocol	Hearing impairment
Correction	Protocol	Visual impairment
Correction	Protocol	Attention Deficit Disorder/ Attention Deficit Hyperactivity Disorder
Correction	Protocol	Autism Spectrum Disorder

The analytical procedure and initial coding scheme were agreed from the outset. Once the analyses had been completed, the researchers jointly reviewed and discussed any discrepancies identified during the coding process. This procedure helped strengthen the reliability of the findings.

For each subcategory, relative and absolute frequencies were calculated using the MAXQDA software. For the categories 'adaptations' and 'correction', frequencies of the total number of code occurrences were calculated. For the remaining categories, the results are given over the number of participants (n=16). Furthermore, it should be noted that in the category 'documentation', in some cases, there was a multiple response, so that the sum of the frequencies exceeds the total number of representatives. To enrich the information, textual quotations have been extracted from the web analysis and translated into English to illustrate the

situation of some of the participating autonomous communities concerning the different aspects analysed.

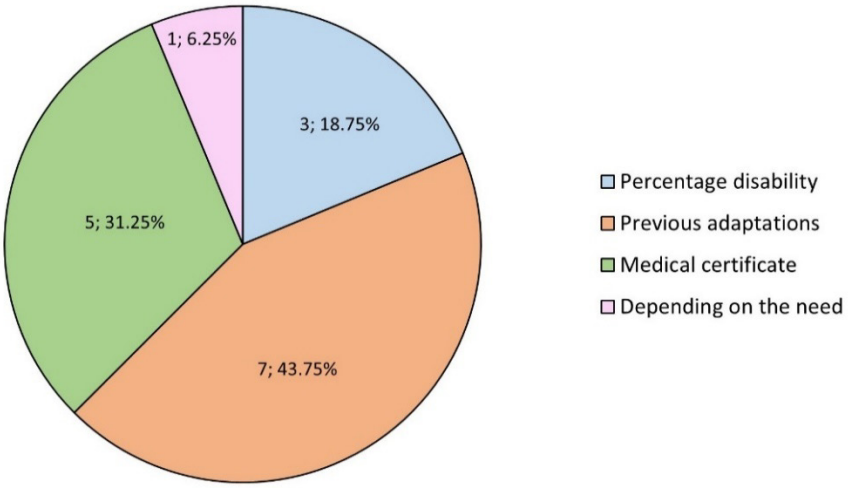
3. Results

The findings have been grouped into two content blocks considering the research questions (RQs) on: the application procedure for adaptation of university entrance examinations (RQ 1, 2 and 3) and the typology of adaptations to be applied during the examinations and specific procedures for the adaptation of marking criteria (RQ 4 and 5).

3.1. Application process for university entrance exam accommodations: Preliminary aspects, procedures and resolution (RQs 1, 2 and 3)

In terms of the criteria used to make decisions to identify students eligible for exam adaptations, the most frequently used requirement is that the applicant student has received previous adaptations due to learning difficulties (accredited through a psycho-pedagogical report) or that supervening health circumstances prevent them from taking the exam in an ordinary context (accredited by medical certification) (Figure 1). The following is a representative excerpt: "The educational measures with which they studied Baccalaureate (methodological and access adaptations, specialised personal support resources and technical aids) will be indicated" (Universidad de Oviedo, 2024, p. 3).

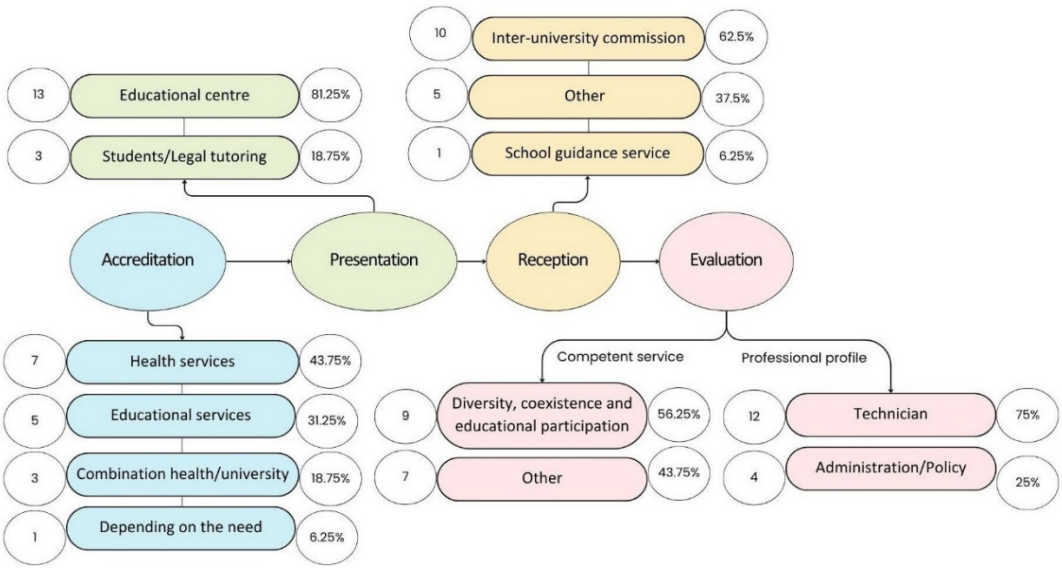
Figure 1. Student eligibility requirements for exam accommodations



The application for adaptation to the entrance examinations must be accompanied, in most cases, by a psycho-pedagogical report issued by the Guidance Department (7 out of 16 autonomous communities; 43.5 %). In some of them, additional documentation such as a medical report (4 out of 16; 25 %) or an official disability certificate (2 out of 16; 12.5 %) is also required. In addition, five autonomous communities (31.25 %) require other types of additional documentation, including reports from the education inspectorate, certificates from the institutional register of students with special educational support needs or documents issued by the school management. For example, in the case of Castilla y León, it is stated that "for students with educational needs linked to health and social-health circumstances, Annexe II shall be sent, duly completed, together with a copy of the medical report" (Junta de Castilla y León, 2024, p. 5).

Different institutions, services and actors involved in the application procedure have been identified (Figure 2). The institutions or services mainly responsible for the accreditation of the need for adaptation are part of the health system. This is followed by services/institutions of an educational nature. To a lesser extent, respondents report mixed formulas for accreditation or state that it depends on the type of need.

Figure 2. Agents, institutions and services involved in the processing and assessment of applications



Applications must be submitted mainly by the educational institution and are received by the universities. The results show some diversity in the type of university services responsible for reception. In most cases, applications are received by the committee organizing the examinations. In other cases, university services with specific competences in this area, such as the Disability Service, are chosen. The university guidance service, which varies in name and structure depending on the university, is an anecdotal example. In some cases, it is a service attached to the Vice-Rector's Office for Students and in others to the Academic Management Service.

Concerning who carries out the assessment or decision-making on exam adaptations and the implementation of support elements, in three-quarters of the cases, the responsibility falls on a technical profile; specifically, the competent services in this matter are university services responsible for attention to diversity, coexistence and educational participation, involving technical professionals in disability from the fields of psychology, psychopedagogy or social work. In the remaining situations, decisions are taken by political or administrative profiles in general, by the coordination or presidency of the Exam Organising Committees or the Student Attention Unit. An extract on the process of submission and resolution of applications is presented:

Applications will be submitted through the Minerva Web platform, where the management teams of the centres will give access to the staff of the guidance departments or units to process these applications (...). The Organising Committee of the exam, in its resolution, will establish the type of adaptation in each case, following current legislation and the documentation presented in the applications. (Universidad Politécnica de Cartagena, 2024, pp. 2-3).

3.2. Typology of accommodations to be implemented during the examinations and specific procedures for the adaptation of assessment criteria (RQs 4 and 5)

The findings have revealed the most frequent types of adaptations made during the exams for students with SEN in the different autonomous communities (Table 2). Adaptations focused on available resources are the most frequently reported type of adaptation measure (52/136 codes; 38.23%). More specifically, material resources stand out (37/52; 71.15%), with technical or digital aids being the most frequently mentioned type of adaptation. To a lesser extent, various human resources are identified (15/52; 28.85%), including assistants.

Table 2. Typology of adaptations during the exams in students with SEN

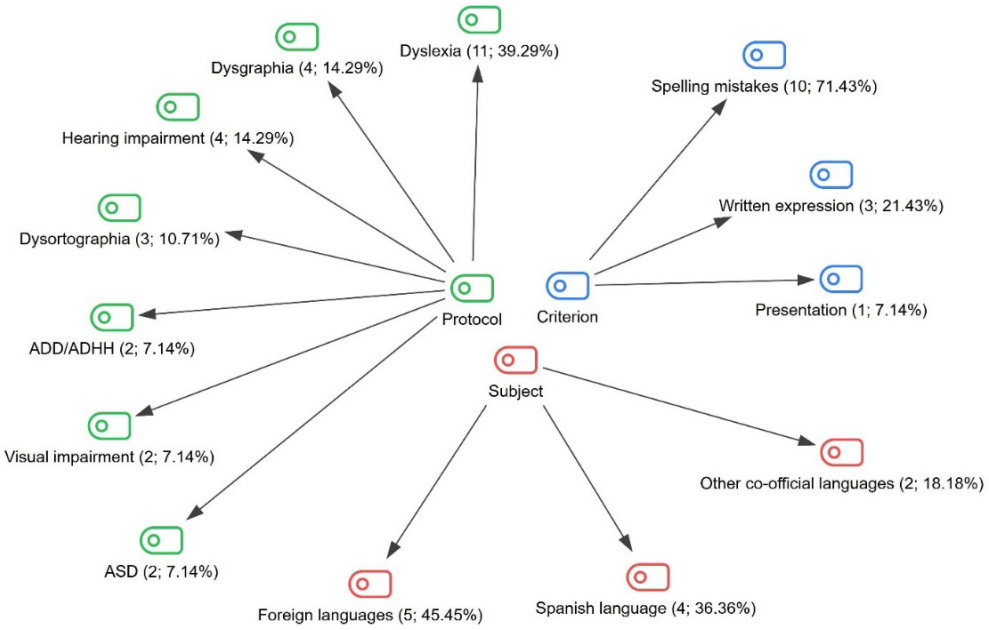
2nd level subcategories	3rd level subcategories	4th level subcategories	Frequency	Percentage
Resources	Material	Technical/digital aids	29 out of 37	78.38 %
Resources	Material	Reference materials	8 out of 37	21.62 %
Resources	Human	Assistants	9 out of 15	60 %
Resources	Human	Technical personnel	3 out of 15	20 %
Resources	Human	Interpreters	2 out of 15	13.33 %
Resources	Human	Counselors	1 out of 15	6.67 %
Exam	Instructions		21 out of 37	56.76 %
Exam	Format		16 out of 37	43.24 %
Time	Exam		25 out of 28	89.29 %
Time	Breaks		3 out of 28	10.71 %
Space	Ordinary		12 out of 19	63.16 %
Space	Specific		7 out of 19	36.84 %
Accessibility	Physical		12 out of 18	66.67 %
Accessibility	Information		6 out of 18	33.33 %

The adaptations associated with the content and format of the exam itself (37/136 codes; 27.21%) aim to provide general and specific instructions for taking the exam, as well as modifications to the format (font size and type, enlargements, etc.). As for the time available to take the exams (28/136 codes; 20.59%), a generalised adaptation is to extend the time available (in general, an extra 30') and, consequently, also to increase the breaks to be taken between each exam.

The space in which the exams are conducted appears to be referred to, in some cases, proceeding to a specific location within the ordinary classroom and in others, opting for referral to a designated classroom. In this respect, the responses of those responsible sometimes reflect the lack of operationalised criteria for deciding on referral to these commissions. Another adaptation refers to the availability of support for accessibility (18/136 codes; 13.23%) to the physical space where the student will take the exam, as well as to the information, including both the instructions provided and the content of the exams themselves.

Adaptations in the process of marking exams may cover different subjects and include the incorporation of specific criteria or protocols for teachers' marking, depending on the type of SEN (Figure 3). In terms of the subjects concerned, these adaptations are applied almost exclusively to linguistic subjects. Analysis of the correction criteria established by the different autonomous communities reveals a predominant focus on linguistic aspects, such as spelling, increasing the margin of permissible errors. Among the specific protocols, dyslexia is the need that appears most frequently. For example, in the case of Galicia, the protocol aimed at students with dyslexia includes specific guidelines related to spelling correction, such as penalising only one out of five accentuation errors or not applying penalties for certain spellings in foreign languages such as French or English (Comisión Interuniversitaria de Galicia, 2019).

Figure 3. Subjects, specific criteria and protocols for marking the exams



Note: ADD= attention deficit disorder, ADHD= attention-deficit/hyperactivity disorder, ASD= autism spectrum disorder.

4. Discussion

The requirements demanded of students to apply for adaptations in university entrance examinations in Spain reveal a series of relevant aspects that deserve attention. In this regard, Royal Decree 1791/2010, of 30 December, of 30 December, approving the University Student Statute (Real Decreto 1791/2010) recognises the right of students who meet the established legal requirements to access and apply for admission to official degree programmes at any Spanish university. However, differences across autonomous communities in the prerequisites for accessing exam adaptations, the documentation required, the agents and institutions involved in processing and resolving requests, the measures implemented before and during the exams, and the criteria used to mark adapted exams may raise concerns regarding equal opportunities and fairness in a competitive university admissions system.

Firstly, the documentation required varies significantly from one autonomous community to another. Thus, while in some regions a psycho-pedagogical report is required, in others, medical or disability certificates or other supporting documents are also necessary. This disparity reflects a predominantly medical-rehabilitative orientation, focused on identifying the deficit, rather than a rights-based approach. The latter promotes an understanding of students' needs geared

towards the provision of personalised and flexible supports (Taneja-Johansson, 2024), in line with the principles of inclusive education (Ainscow, Slee, & Best, 2019). Reliance on diagnostic criteria can pose an additional barrier to equitable access by making the educational response contingent on formal accreditation of a condition, rather than addressing the actual needs of the student.

The diversity of institutions, services and actors involved in the procedure for requesting accommodations reveals the prominence that, once again, is given to medical services. This approach does not seem consistent with the logic of the education system, given that the identification of SEN and the implementation of the associated adjustment measures are responsibilities that, in practice, fall mainly on professionals in the field of education. This discrepancy is particularly evident when compared to other European contexts, such as Sweden, where decisions related to educational accommodations are primarily dealt with in the school setting, without requiring external medical validation (Taneja-Johansson, 2024).

It is necessary to rethink the services responsible for assessing and managing adaptation requests from an educational perspective, incorporating a perspective that is more coherent with the principles of inclusion. To this end, autonomous communities should have university services made up of technical profiles from the socio-educational field, such as professionals in Social Work (Asamoah, Tam, & Cudjoe, 2023) or Psychopedagogy, who can receive and assess the support needs of students with SEN in accessing university in a specialised and comprehensive manner. This type of service would help to ensure that entrance examinations are carried out under conditions of fairness and equal opportunities, preventing them from becoming barriers to inclusion (Nieminen, Moriña, & Biagiotti, 2024). Furthermore, it is essential to highlight the role of the inter-university commissions in charge of organising entrance examinations in autonomous communities where several universities coexist. Although in these cases, the central role of the university in receiving applications for exam adaptations has been highlighted, its role should be further strengthened to promote equitable policies, accessible environments and support for the employability and international mobility of university students with disabilities (Díaz-Jiménez, Yerga-Míguez, Relinque, & Granados-Martínez, 2025).

Regarding the measures implemented for adaptations during university entrance exams, the prevalence of material support over personal support stands out. However, in addition to having material resources (Cifuentes-Faura & Faura-Martínez, 2024), it is essential to have qualified support staff who can offer direct support to students, as shown by the results of a study carried out in Croatia (Babic & Dowling, 2015). Along these lines, recent recommendations (Riobóo-Lois, Frieiro, González-Rodríguez, & Verde-Diego, 2024) advocate the systematic incorporation of personal assistance in education systems, which can contribute to reducing this gap, a practice that is already being implemented in some Spanish regions (Ros, 2020).

The supports identified in exam adaptations focus mainly on providing clearer instructions and modifying the presentation format of the exams, considering that many materials are not adapted to SEN (Fernández-Batanero, Montenegro-Rueda, & Fernández-Cerero, 2022). Additional time for exam-taking is also envisaged. Although it has been shown that this extra time makes it easier for students with disabilities to perform assessment tasks, it can also be counterproductive in certain cases, such as for students with dyslexia (Tai, et al., 2023). In line with the UDL approach, these measures must be considered in advance to ensure equitable assessment from the outset (Nieminen, Moriña, & Biagiotti, 2024), contributing to ensuring accessibility, both physical and cognitive, in higher education (Serrano & Viguera, 2024).

Measures to make the marking of exams for SEN students more flexible focus mainly on quantitative criteria, such as increasing the number of spelling mistakes allowed, in line with the

regular assessment system. However, a study conducted at Portuguese universities highlights the usefulness of implementing qualitative assessments to provide more enriching feedback to students (Pereira, Flores, Simão, & Barros, 2016). Furthermore, the correction criteria and protocols detected focus predominantly on linguistic aspects. Thus, other common needs in higher education, such as dyscalculia (Kuriakose & Amaresha, 2024), should receive more attention, considering the particular challenges it can pose in STEM disciplines.

According to the review of institutional websites, only specific criteria for dyslexia are identified. In this cases, the main difficulties are related to the reading and writing process (Tops, et al., 2023), a situation similar to that faced by deaf students (Alamargot, Morin, & Simard-Dupuis, 2018; Albertini, Marschark, & Kincheloe, 2016; Coelho & Borges, 2022). It is therefore essential to develop remediation criteria and protocols tailored to each student's specific needs to promote genuinely accessible assessment. To this end, UDL and learner-centred design can serve as guiding principles to remove barriers and enable flexible and personalised adaptation (Manresa-Yee, Muntaner, & Sanz, 2012).

5. Conclusions and practical implications

The analysis carried out has revealed a lack of harmonisation of adaptations in university entrance exams across the different Spanish autonomous communities. This fact results in greater discrimination and a lack of guarantees of equal opportunities for students with specific educational support needs. This lack of uniformity is the main weakness in the application of adaptations in the Spanish university access system. However, other aspects need to be addressed to guarantee a fairer and more equitable procedure, such as the requirements to be considered as a student eligible to receive support or adaptations, the process of accreditation and assessment of the measures required, or the type of actions to be applied during the exam and its subsequent correction. These weaknesses and their impact on students with SEN have significant consequences for access to higher education insofar as the existence of a single university district allows students from an autonomous community to apply for access to any university in the Spanish public education system. Therefore, this circumstance is generating situations of significant inequality and disadvantage.

Considering the different measures adopted by the Spanish autonomous communities in the process of processing and carrying out university entrance examinations for students requiring adaptations, a series of aspects are proposed that make up a unified proposal. This initiative seeks to contribute to the promotion of inclusive education in the context of adaptations to university entrance exams for students with disabilities or SEN. The key aspects to consider are:

- The applicant student must present difficulties that interfere with the learning process or the performance of the assessment exams, ascertained through adaptations in previous years (at least the two years of Baccalaureate, except in the case of supervening health situations).
- In the case of difficulties that interfere with the learning process or the performance of the exams, a detailed report should be provided by the guidance department; and in the case of supervening causes, a report from the health service. These reports will allow the technicians (social workers or guidance counsellors) to assess whether the student should be referred to:
  - Ordinary commissions, in cases requiring low-medium support and low context adaptations or no context adaptations.

- Specific commissions, in cases requiring high support and high contextual or specific adaptations.

To promote equal opportunities throughout Spain, it is essential to establish a common framework across all the Spanish autonomous communities, ensuring equal support to SEN students. Likewise, university entrance exams should be designed in accordance with UDL guidelines, incorporating accessibility principles from the outset and thereby reducing the need for region-specific adaptation protocols. In addition, common assessment and correction criteria should be established to ensure consistency and fairness across regions, while allowing for the adjustments required to accommodate SEN.

6. Limitations and prospects

This study has several limitations that should be acknowledged. Firstly, the information collected through the questionnaires was based on self-reported data provided by regional delegates, which could introduce some variability in responses due to differences in how questions were interpreted and in respondents' knowledge of the procedures. Furthermore, the lack of triangulation with other perspectives, particularly those of SEN students, limits the extent to which institutional information can be compared with the experiences of those receiving these measures. Although the analysis of institutional websites made it possible to complement the questionnaire responses, no direct observation techniques were employed to examine how these measures are implemented in practice. Regarding the website analysis, the absence of information on certain measures does not necessarily mean that they do not exist or are not implemented; rather, they may not be publicly documented or easily accessible. Therefore, the findings should be interpreted considering the potential limitations of the publicly available institutional information. In addition, the absence of data from one autonomous community prevents a fully comprehensive overview of the Spanish university system.

Future research should broaden the range of information sources by incorporating the perspectives of SEN students and other stakeholders involved in the management and implementation of accessibility measures. Interviews, focus groups, and direct observations would make it possible to gain deeper insights into students' experiences and compare institutional provisions with their actual implementation. Furthermore, website analysis could be complemented by additional documentary sources and data collection methods to identify potential discrepancies between published measures and those implemented in practice. Finally, including data from the Community of Madrid would complete the geographical analysis and provide a more comprehensive overview of assessment accessibility measures across the Spanish university system.

7. Acknowledgements

The authors gratefully acknowledge the support of the delegate of the Interuniversity Commission of Galicia for facilitating access to delegates from the various autonomous communities that make up the state-level committee responsible for university entrance exams.

Funding. The work of JDP was supported by the Ministry of Universities of Spain under Grant FPU21/00126.

IA disclosure. The authors declare that no generative artificial intelligence (AI) tools were used in the preparation, writing, editing, or interpretation of this manuscript.

8. Bibliography

Ainscow, M., Dyson, A., Goldrick, S., & West, M. (2013). Promoviendo la equidad en educación [Promoting equity in education]. Revista de Investigación en Educación, 11(3), 44-56. https://revistas.uvigo.es/index.php/reined/article/view/1967/1878

Ainscow, M., Slee, R., & Best, M. (2019). Editorial: the Salamanca Statement: 25 years on'. International Journal of Inclusive Education, 23(7-8), 671-676. https://doi.org/10.1080/13603116.2019.1622800

Alamargot, D., Morin, M., & Simard-Dupuis, E. (2018). Handwriting in signing deaf middle-school students and relationship with text composition and spelling. Reading and Writing, 31, 1017-1038. https://doi.org/10.1007/s11145-018-9824-y

Albertini, J., Marschark, M., & Kincheloe, P. (2016). 'Deaf Students' Reading and Writing in College: Fluency, Coherence, and Comprehension. The Journal of Deaf Studies and Deaf Education, 21(3), 303-309. https://doi.org/10.1093/deafed/env052

Arnáiz, P. (2019). La educación inclusiva: mejora escolar y retos para el siglo XXI [Inclusive education: school improvement and challenges for the 21st century]. Participación Educativa, 6(9), 41-54. https://www.educacionfpydeportes.gob.es/dam/jcr:559207c7-2901-4d6e-82a3-b016d74adaa3/pe-n9-art03-pilar-arnaiz.pdf

Asamoah, E., Tam, C., & Cudjoe, E. (2023). A systematic review of the roles of social workers in inclusive education for children with disabilities. International Social Work, 66(1), 36-51. https://doi.org/10.1177/0020872820971707

Babic, M., & Dowling, M. (2015). Social support, the presence of barriers and ideas for the future from students with disabilities in the higher education system in Croatia. Disability & Society, 30(4), 614-629. https://doi.org/10.1080/09687599.2015.1037949

Cage, E., & McManemy, E. (2022). Burnt Out and Dropping Out: A Comparison of the Experiences of Autistic and Non-autistic Students During the COVID-19 Pandemic. Frontiers in Psychology, 12, 792945. https://doi.org/10.3389/fpsyg.2021.792945

Cifuentes-Faura, J., & Faura-Martínez, U. (2024). Mapping of technological and support resources for the inclusion of students with disabilities in Higher Education Institutions. International Journal of Disability, Development and Education, 71(3), 287-298. https://doi.org/10.1080/1034912X.2022.2095358

Coelho, J., & Borges, F. (2022). Educação linguística e práticas de letramento no ensino de português escrito para surdos. Um relato de experiência na educação de jovens e adultos [Linguistic education and literacy practices in the teaching of written Portuguese to deaf students. A Case Study on the Education of Youth and Adults]. Educação por Escrito, 13(1), e39328. https://doi.org/10.15448/2179-8435.2022.1.39328

Comisión Interuniversitaria de Galicia. (2019). Corrección dos exames de alumnado con dislexia [Marking of exams of students with dyslexia]. https://www.ciug.gal/PDF/criterios_correccion_dislexia.pdf

Constitución Española. (1978). Boletín Oficial del Estado (311), of 29 December 1978 . https://www.boe.es/eli/es/c/1978/12/27/(1)/con

Deng, T. (2024). The interdependence of educational alienation and equality: rethinking China's examination-oriented education system. Cogent Education, 11(1), 2385770. https://doi.org/10.1080/2331186X.2024.2385770

Díaz-Jiménez, R., Yerga-Míguez, M., Relinque, F., & Granados-Martínez, C. (2025). Inclusion pyramid for university students with intellectual disabilities: input from the university community in European countries. European Journal of Special Needs Education, 1-15. https://doi.org/10.1080/08856257.2025.2486534

Donnelly, V. J., & Watkins, A. (2021). Principios fundamentales. Apoyo al Desarrollo de políticas y su aplicación en favor de la educación inclusiva [Fundamental principles. Support for the development and implementation of policies in favor of inclusive education]. European Agency for Special Needs and Inclusive Education. https://www.european-agency.org/sites/default/files/Key_Principles_2021_ES.pdf

Dyson, A., & Millward, A. (2000). Schools and special Needs: Issues of innovation and inclusion. Sage.

Echeita, G. (2022). Evolución, desafíos y barreras frente al desarrollo de una educación más inclusiva [Evolution, challenges and barriers to the development of a more inclusive education]. Revista Española de Discapacidad, 10(1), 207-218. https://doi.org/10.5569/2340-5104.10.01.09

Echeita, G., & Ainscow, M. (2011). Educación inclusiva como derecho. Marco de referencia y pautas de actuación para el desarrollo de una revolución pendiente [Inclusive education as a right: framework and guidelines for action for the development of a pending revolution]. Tejuelo: Revista de Didáctica de la Lengua y la Literatura, 12, 24-46. http://hdl.handle.net/10486/661330

Ed-dali, R. (2024). Non-sighted learners' experiences towards phonology and phonetics teaching methods in higher education: an exploration of efficiency, access and performance. Cogent Education, 11(1), 2433838. https://doi.org/10.1080/2331186X.2024.2433838

Fernández-Batanero, J., Montenegro-Rueda, M., & Fernández-Cerero, J. (2022). Access and participation of students with disabilities: The challenge for higher education. International Journal of Environmental Research and Public Health, 19(19), 11918. https://doi.org/10.1080/08856257.2025.2486534

Florian, L. (2019). On the necessary co-existence of special and inclusive education. International Journal of Inclusive Education, 23(7-8), 691-704. https://doi.org/10.1080/13603116.2019.1622801

Fundación Universia. (2023). VI Estudio sobre la Inclusión de Personas con Discapacidad en el Sistema Universitario Español [VI Study on the Inclusion of People with Disabilities in the Spanish University System]. Fundación Universia.

Heleta, S., & Bagus, T. (2021). Sustainable development goals and higher education: leaving many behind. Higher Education, 81, 163-177. https://doi.org/10.1007/s10734-020-00573-8

Huete-García, A., Morales-Romo, N., Otaola-Barranquero, M., & Jiménez-Lara, A. (2023). Informe Olivenza 2023 [Olivenza Report 2023]. Observatorio Estatal de la Discapacidad.

Junta de Castilla y León. (2024). Acuerdo de la comisión organizadora de la evaluación de bachillerato para el acceso a la universidad (COEBAU), de 23 de febrero de 2024, por el que se establece el procedimiento para la solicitud de adaptaciones en la evaluación de

bachillerato para el acceso a la universidad en Castilla y León para estudiantes de bachillerato o ciclos formativos de grado superior que presentan necesidades específicas de apoyo educativo y otras debidamente. https://www.educa.jcyl.es/universidad/es/servicio-ensenanza-universitaria/acceso-universidades-publicas-castilla-leon/ebau-2024/coebau-alumnos-necesidades-especificas-apoyo-educativo

King-Sears, M., Stefanidis, A., Evmenova, A., Rao, K., Mergen, R., Owen, L., & Strimel, M. (2023). Achievement of learners receiving UDL instruction: A meta-analysis. Teaching and Teacher Education, 122, 103956. https://www.doi.org/10.1016/j.tate.2022.103956

Kuriakose, A., & Amaresha, A. (2024). Experiences of students with learning disabilities in higher education: A scoping review. Indian Journal of Psychological Medicine, 46(3), 196-207. https://doi.org/10.1177/02537176231200912

Lambrechts, A. (2020). The super-disadvantaged in higher education: barriers to access for refugee background students in England. Higher Education, 80, 803-822. https://doi.org/10.1007/s10734-020-00515-4

Langørgen, E., & Magnus, E. (2020). 'I have something to contribute to working life' – students with disabilities showcasing employability while on practical placement. Journal of Education and Work, 33(4), 271-284. https://doi.org/10.1080/13639080.2020.1767766

Ley Orgánica 2/2023, d. 2. (n.d.). [Organic Law 2/2023, of March 22, on the University System]. Boletín Oficial del Estado (70), of 23 March 2023. https://www.boe.es/eli/es/lo/2023/03/22/2/con

Ley Orgánica 3/2020, d. 2. (n.d.). [Organic Law 3/2020, of December 29, amending Organic Law 2/2006, of May 3, on Education]. Boletín Oficial del Estado (340), of 30 December 2020. https://www.boe.es/eli/es/lo/2020/12/29/3

López-Melero, M. (2011). Barreras que impiden la escuela inclusiva y algunas estrategias para construir una escuela sin exclusiones [Barriers that prevent inclusive schools and some atrategies to build a school without exclusions]. Innovación Educativa(21), 37-54. https://revistas.usc.gal/index.php/ie/article/view/23

Manresa-Yee, C., Muntaner, J. J., & Sanz, C. (2012). Educational e-inclusion for students with severe motor difficulties. Journal of Accessibility and Design for All, 2(2), 165-177. https://doi.org/10.17411/jacces.v2i2.69

Medina, M. (2019). La importancia de la educación inclusiva en la consolidación del estado de bienestar en España [The importance of inclusive education in the consolidation of the welfare state in Spain]. Actas de Coordinación Sociosanitaria(25), 85-106. http://hdl.handle.net/11181/6188

Mosteiro, M., Espiñeira, E., Muñoz, J., & Porto, A. (2025). Políticas institucionales para evitar prácticas deshonestas en las universidades españolas. Educación XX1, 28(1), 39-57. https://doi.org/10.5944/educxx1.39849

Muñoz, J. (2012). La educación inclusiva, una cuestión de derecho [Inclusive Education a question of right]. Educatio Siglo XXI, 30(2), 109-128. https://revistas.um.es/educatio/article/view/153711/140751

Muzdalifah, F., Kurniawati, F., Mangunsong, F., Setiamurti, A., Levyadi, J., Bracken, S., & Martono, W. (2026). Factors influencing faculty members' implementation of universal design for

learning in higher education: A systematic R= review. Innovations in Education and Teaching International, 63(3), 983-997. https://doi.org/10.1080/14703297.2025.2513540

Nieminen, J., Moriña, A., & Biagiotti, G. (2024). Assessment as a matter of inclusion: A meta-ethnographic review of the assessment experiences of students with disabilities in higher education. Educational Research Review, 42, 100582. https://doi.org/10.1016/j.edurev.2023.100582

Nyssen, J. M. (Coord.) (2023). Marco para la autoevaluación de las universidades en la mejora de sus actuaciones en materia de inclusión de personas con discapacidad y personas con necesidades de apoyo en el ámbito académico . Organismo Autónomo Agencia Nacional de Evaluación de la Calidad y Acreditación. https://www.aneca.es/documents/20123/134366/Informe_Inclusion_230229.pdf/7f3a6a6b-944f-045c-7778-c00f026b36ad?t=1685447793514

OECD. (2020). An implementation framework for effective change in schools. https://www.oecd.org/en/publications/an-implementation-framework-for-effective-change-in-schools_4fd4113f-en.html

Pereira, D., Flores, M., Simão, A., & Barros, A. (2016). Effectiveness and relevance of feedback in Higher Education: A study of undergraduate students. Studies in Educational Evaluation, 49, 7-14. https://doi.org/10.1016/j.stueduc.2016.03.004

Pérez, L. C. (2004). Atención educativa a las personas con discapacidad. CERMI.

Pujolàs, P. (2012). Aulas inclusivas y aprendizaje cooperative. Educatio Siglo XXI, 30(1), 89–112. https://revistas.um.es/educatio/article/view/149151

Rahmatizadeh, S., & Valizadeh-Haghi, S. (2018). Monitoring for accessibility in medical university websites: meeting the needs of people with disabilities. Journal of Accesibility and Design for All, 8(2), 102-124. https://doi.org/10.17411/jacces.v8i2.150

Ramos, C., & Huete-García, A. (2016). La educación inclusiva, ¿un bien necesario o una asignatura pendiente? [Inclusive education, a necessary good or a pending issue?]. Revista Prisma Social(16), 251-277. https://revistaprismasocial.es/ps/article/view/1258/0

Real Decreto 1791/2010, d. 3. (n.d.). [Royal Decree 1791/2010, dated December 30, approving the University Student Statute.]. Boletín Oficial del Estado (318), of 31 December 2010. https://www.boe.es/eli/es/rd/2010/12/30/1791/con

Real Decreto 534/2024, d. 1. (n.d.). [Royal Decree 534/2024, of June 11, regulating the access requirements for official undergraduate university studies, the basic characteristics of the entrance examination, and the basic regulations of the admission procedures]. Boletín Oficial del Estado (142), of 12 June 2024. https://www.boe.es/eli/es/rd/2024/06/11/534/con

Riobóo-Lois, B., Frieiro, P., González-Rodríguez, R., & Verde-Diego, C. (2024). Personal assistance, independent living, and people with disabilities: An international systematic review (2013-2023). Disability and Health Journal, 17(4), 101630. https://doi.org/10.1016/j.dhjo.2024.101630

Ros, M. (2020, August 1). Educación autoriza el acceso de los asistentes personales a los colegios el próximo curso [Education authorizes personal assistants' access to schools next academic year]. Levante. El Mercantil Valenciano [Online]. https://www.levante-

emv.com/comunitat-valenciana/2020/08/01/educacion-autoriza-acceso-asistentes-personales-11204517.html

Sahli, C., Brandenberg, K., Ganz, A., & Wüthrich, S. (2022). Accommodations, modifications, and special education interventions: influence on teacher expectations. Educational Research and Evaluation, 27(5-8), 396–419. https://doi.org/10.1080/13803611.2022.2103571

Serrano, L., & Viguera, M. (2024). A Systematic Review of the Presence and Participation of Students with Intellectual Disabilities in Spanish Universities. Journal of Intellectual Disabilities. https://doi.org/10.1177/17446295241246035

Solís-García, P., Barreiro-Collazo, A., Rodríguez-Correa, M., Delgado-Rico, E., & Real-Castelao, S. (2025). Inclusion of students with disabilities in the European Higher Education Area (EHEA): a systematic review. Cogent Education, 12(1), 2430880. https://doi.org/10.1080/2331186X.2024.2430880

Tai, J., Mahoney, P., Ajjawi, R., Bearman, M., Dargusch, J., Dracup, M., & Harris, L. (2023). How are examinations inclusive for students with disabilities in higher education? A sociomaterial analysis. Assessment & Evaluation in Higher Education, 48(3), 390-402. https://doi.org/10.1080/02602938.2022.2077910

Taneja-Johansson, S. (2024). Facilitators and barriers along pathways to higher education in Sweden: a disability lens. International Journal of Inclusive Education, 28(3), 311-325. https://doi.org/10.1080/13603116.2021.1941320

Tops, W., Jansen, D., Ceulemans, E., Petry, K., Hilton, N., & Baeyens, D. (2023). Participation problems and effective accommodations in students with dyslexia in higher education. European Journal of Special Needs Education, 38(3), 317-333. https://doi.org/10.1080/08856257.2022.2089507

UN. (2015). Transformar nuestro mundo: la Agenda 2030 para el Desarrollo Sostenible [Transforming our world: the 2030 Agenda for Sustainable Development]. UN General Assembly.

UNESCO. (1994). Declaración de Salamanca y Marco de Acción para las necesidades educativas especiales. World Conference on Special Educational Needs: Access and Quality.

UNESCO. (2009). Directrices sobre políticas de inclusión en la educación [Guidelines on Inclusion Policies in Education]. UNESCO.

UNESCO. (2011). Compendio Mundial de la Educación 2011. Comparación de las Estadísticas de educación en el Mundo. Enfoque de la Educación Secundaria [World Education Compendium 2011. Comparison of Education Statistics Worldwide. Focus on Secondary Education]. UNESCO.

UNESCO. (2015a). Declaración de Incheon y Marco de Acción para la realización del Objetivo de Desarrollo Sostenible 4 [Incheon Declaration and Framework for Action for the Implementation of Sustainable Development Goal 4]. UNESCO.

UNESCO. (2015b). Fixing the broken promise of education for all. Findings from the Global Initiative on Out-of-School Children. UNESCO Institute for Statistics.

Universidad de Oviedo. (2024). EBAU 2024. Instrucciones para la solicitud de adaptaciones para el alumnado con NEAE [Instructions for requesting accommodations for students with SEN]. https://www.educastur.es/-/instrucciones-solicitud-adaptaciones-neae-para-ebau

Universidad Politécnica de Cartagena. (2024). Protocolo sobre adaptaciones para estudiantes con adaptaciones en la EBAU 2024 por necesidad específica de apoyo educativo [Protocol on accommodations for students with specific educational support needs in the EBAU 2024]. https://admision.upct.es/downloadFile/ZKbJazejN8

Weiss, S., Lerche, T., Muckenthaler, M., Heimlich, U., & Kiel, E. (2019). Making inclusive instruction succeed: what matters (most) from teachers' perspectives? The role of teachers' personal characteristics, joint professional work, and school-related parameters. Educational Research and Evaluation, 25(3-4), 145–162. https://doi.org/10.1080/13803611.2019.1646142

Appendix. Questionnaire

1. Concerning the application process for exam adaptation and its context
    a. What are the requirements of the beneficiaries?
    b. Who accredits the needs?
    c. What kind of documentation accompanies the application?
    d. Who submits the application?
2. Concerning the process of processing and resolution of the request for exam adaptation and the context of the request for adaptation
    e. Which unit or service receives the documentation? Please indicate which administration is responsible for this service.
    f. Which unit or department carries out the assessment or study? Please indicate which administration is responsible for this service.
    g. Which professional profile carries out the acceptance of proposed measures?
    h. How is it decided which cases are referred to ordinary committees with minimal adaptation measures (e.g., time available) and which cases are referred to specific delegated committees?
3. Concerning the type of adaptation measure and incorporation of support resources (personal and material)
    i. What type of measures are carried out to make adaptations in university entrance examinations?
4. Concerning the existence of protocols or criteria linked to the correction of the exam
    j. Does your community have adaptations of assessment criteria or protocols for different types of needs? If so, please indicate for which ones and specify the adjustment measures.

© Journal of Accessibility and Design for All (JACCES), Volume 16, Issue 2, 2026, ISSN: 2013-7087
DOI: https://doi.org/10.17411/jacces.v16i2.746

How to cite this article

González-Rodríguez R., Díaz-Pereira M. P., Delgado-Parada J., Riobóo-Lois B. (2026). University entrance exams for students with special educational needs - Analysis by Spanish autonomous communities. Journal of Accessibility and Design for All, 16(2), 176-195. https://doi.org/10.17411/jacces.v16i2.746

© Journal of Accessibility and Design for All (JACCES), ISSN 2013-7087, is published by the Universitat Politècnica de Catalunya, Barcelona Tech, with the sponsoring of ONCE Foundation for Cooperation and Social Inclusion of People with Disabilities. This issue is free of charge and is available in electronic format.

This work is licensed under an Attribution-Non-Commercial 4.0 International Creative Commons License. Readers are allowed to read, download, copy, redistribute, print, search, or link to the full texts of the articles or use them for any other lawful purpose, giving appropriate credit. It must not be used for commercial purposes. To see the complete license contents, please visit http://creativecommons.org/licenses/by-nc/4.0.

Jacces is committed to providing accessible publication to all, regardless of technology or ability. The present document grants vital accessibility since it applies to WCAG 2.2 and PDF/UA recommendations. The evaluation tool used has been Adobe Acrobat® Accessibility Checker. If you encounter problems accessing the content of this document, you can contact us at jacces@catac.upc.edu

Jacces is published under the DOAS (Diamond Open Access Standard) framework of the DIAMAS project, which certifies the quality and excellence of academic journals. It has been evaluated using the Self-assessment tool provided by FECYT, from the European Research Area (ERA). This article meets the requirements of the Diamond standard https://diamas.fecyt.es