

## **POLICY: DISABILITY POLICY - EXAMS**

**PERSON RESPONSIBLE:** I Brierly

**MONITORING:** SLT

**DATE:** September 2018

**REVIEW DATE:** July 2019

Adopted by the Governing Board on 12th December 2018.

This policy is reviewed annually to ensure compliance with current regulations

### **Purpose:**

This document is provided as an exams-specific supplement to the centre-wide disability policy which details how the centre will:-

“Recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010. This must include a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates...”

[Quote taken directly from section 5.4 of the JCQ publication General regulations for approved centres 2018-2019]

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’ AA)
- requesting access arrangements (AA)
- implementing access arrangements and the conduct of exams
- good practice in relation to the Equality Act 2010

The Equality Act 2010 definition of disability

*You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.*

- ‘substantial’ is more than minor or trivial, eg it takes much longer than it usually would to complete a daily task like getting dressed
- ‘long-term’ means 12 months or more, eg a breathing condition that develops as a result of a lung infection

### **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 publications including GR and AA.

#### **Senior Leaders:**

Are familiar with the entire contents of the annually updated JCQ publications including GR and AA

**Special Educational Needs Coordinator (SENCo):**

Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication AA

**Teaching staff:**

Inform the SENCo of any support that might be needed by a candidate.

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

Provide comments/observations to support the SENCo in painting a holistic picture of need confirming normal way of working for a candidate.

**Use of word processors**

Centres 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 an electronic braille or a tablet.

A word processor cannot simply be granted to a candidate because he/she now wants to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home.

The use of a word processor must reflect the candidate's normal way of working within the centre. For example, where the curriculum is delivered electronically and the centre provides word processors to all candidates. The SENCo will gather evidence to determine which students use a word processor.

**Requesting access arrangements - Roles and responsibilities**

**Special Educational Needs Coordinator (SENCo)**

Determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place.

- Follows guidance in AA Section 8 to process approval applications for access arrangements for those qualifications listed on page 2/92 of AA
- 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
- Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including the completion of JCQ Form 8 (Application for access arrangements – Profile of learning difficulties), where required, and a body of evidence to substantiate the candidate's normal way of working within the centre
- Ensures where form 8 is required to be completed, the original form is signed (an electronic signature is permissible) and dated as required prior to approval being sought and that the original form is provided for processing and inspection purposes (This may be a hard copy paper version or an electronic version).

- Ensures the names of all other assessors, who are assessing candidates studying qualifications as listed on page 2/92 of AA, are entered into AAO to confirm their status including any professionals working outside the centre
- 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 that arrangements, and approval where required, are in place before a candidate takes his/her first exam or assessment (which is externally assessed or internally assessed/externally moderated)
- Ensures that where approval is required that this is applied for by the awarding body deadline
- Maintains a (hard copy or electronic) file/e-folder for each candidate 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 listed on page 2/92 of AA (where approval is required), a print out of the AAO approval and a signed data protection notice (which provides candidate consent to their personal details being shared)
- Presents the files/e-folders when requested by a JCQ Centre Inspector and addresses any queries/questions raised (If the SENCo is unavailable, a member of SLT should present the files/e-folders of access arrangements candidates 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 to ensure arrangements are in place to either order a non-interactive electronic (PDF) question paper or to open question paper packets in the secure room within 90 minutes of the published starting time for the exam where the centre is 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 (AAO for those qualifications listed on page 74 of AA; Form VQ/EA), orders published modified papers, by the awarding body's deadline for the exam series, where these may be required for a candidate.

### **Exams Officer**

Is familiar with the entire contents of the annually updated JCQ publication GR and is aware of information contained in AA where this may be relevant to the EO role

### **Implementing access arrangements and the conduct of exams - 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.

## **Special Educational Needs Coordinator (SENCo)**

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 arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled 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
- 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
- Liaises with other relevant centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to exams
- Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Communication Professional)
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures 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
- Ensures the facilitator is known by or introduced to the candidate prior to exams
- 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
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## **Exams Officer**

Understands and follows instructions for Invigilation arrangements for candidates with access arrangements and Access arrangements in ICE 2018-2019.

- Liaises with the SENCo and other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- Liaises with the SENCo to ensure exam information (JCQ information for candidates documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate 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
- Ensures candidates with access arrangements are identified on exam room seating plans
- Ensures invigilators are briefed prior to each exam session of the arrangements in place for a disabled candidate in their exam room
- Understands that where permitted/approved, secure exam question paper packets may need to be opened early so the facilitator (Oral Language Modifier, Live Speaker, Communication Professional only) may have access to the question paper 60 minutes prior to the awarding body's published starting time for the exam in order to prepare
- Ensures that the facilitator only has access to the papers 60 minutes prior to the published start time of the exam
- Liaises with the SENCo where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams

### **Other relevant centre staff**

Support the SENCo and the Exams Officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams. In particular:

- Staff responsible for IT or other specialist equipment that may need to be provided or adapted for a candidate
- Estates/site staff responsible for rooms and non-specialist equipment (chairs, tables, clocks etc.) used for exams that may need to be adapted for a candidate
- Senior staff 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

### **Internal assessments**

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

### **Special Educational Needs Coordinator (SENCo)**

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 his/her 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 facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)

### **Teaching staff**

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

### **Internal exams**

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

### **Special Educational Needs Coordinator (SENCo)**

Liaises with teaching staff to implement appropriate access arrangements for candidates

### **Teaching staff**

- Support the SENCo in implementing appropriate access arrangements for candidates
- Provide exam materials that may need to be modified for a candidate
- Provide the SENCo with internal exam timetable to ensure arrangements are put in place when required

### **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	<p>SENCo gathers evidence to support the need for the candidate to take exams at home</p> <p>Pastoral head provides written statement for file to confirm the need</p> <p>Approval confirmed by SENCo; AAO approval for both arrangements not required</p> <p>Pastoral head discussion with candidate to confirm the arrangements should be put in place</p> <p>EO submits 'Alternative site form' for timetabled written exams to awarding body/bodies online through CAP</p> <p>An on-line submission must only be made for timetabled written examinations in the following qualifications:</p> <p>EO provides candidate with exam timetable and JCQ information for candidates</p> <p>Pastoral head confirms with candidate the information is understood</p> <p>Pastoral head agrees with candidate that prior to each exam will call to confirm fitness to take exam</p> <p>EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials</p> <p>Invigilator monitors candidate's condition for each exam and records any issues on incident log</p> <p>Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam</p> <p>Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by his/her condition</p> <p>EO discusses with pastoral head if candidate is eligible for special consideration (candidate present but disadvantaged)</p> <p>EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence</p> <p>Pastoral head informs candidate that special consideration has been requested</p>
Persistent and significant difficulties in accessing written text	Reader/computer reader 25% Extra time Separate invigilation	<p>Confirms candidate is disabled within the meaning of the Equality Act 2010</p> <p>Papers checked for those testing reading</p>

	within the centre	Computer reader/examination reading pen sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded Original Form 8v signed and dated, with Sections A, B and C completed; kept on file with body of supporting evidence, printed approval from AAO and signed data protection notice
Significant difficulty in concentrating	Prompter Separate invigilation within the centre	Gathers evidence to support substantial and long term adverse impairment 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 separate room)
A wheelchair user	Desk Rooms Facilities Seating arrangements Practical assistant	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 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