Wyedean

School and Sixth Form Centre

Aspire together, achieve together
adfecere pariter, perfecere pariter

Equalities policy (exams)

This policy is reviewed annually to ensure compliance with current regulations and reflects centre policy

Approved/reviewed by	
Approved: Full Governing Body	
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Purpose of the policy

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

> 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, to submit applications for reasonable adjustments through the access arrangements process and 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; †or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect
>
> (JCQ General Regulations for Approved Centres, section 5.4)

This document 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 current JCQ document (Adjustments for candidates with disabilities and learning difficulties) Access Arrangements and Reasonable Adjustments Adjustments current year (Definitions section).

This document is further referred to in this policy as AA

Refer to '*Wyedean School Access Arrangements Policy'*

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 current JCQ documents including GR and AA
- Ensures the quality of the access arrangements process within the centre

Senior leaders

- Are familiar with the entire contents of the currentJCQ documents including GR and AA
- Support the SENCo 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 currentJCQ document AA
- 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
- Ensures a policy demonstrating the centre's compliance with relevant legislation is in place
- Leads on the access arrangements process to facilitate access for candidates
- Defines and documents roles, responsibilities and processes in identifying, requesting and implementing access arrangements (*Access arrangements policy*)
- 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
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance
- Ensures arrangements put in place for exams/assessments reflect a candidate's *normal way of working* within the centre
- Ensures the need for access arrangements for a candidate will be considered on a subject by subject basis
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification
- 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
- Conducts appropriate assessments to identify the need(s) of a candidate
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body

Exams Manager (EM)

- Refers any candidate or staff requests for access arrangements to the SENCo

Teaching staff

- Where appropriate, informs the SENCo of any concerns, observations or feedback about a candidate or any support that might be needed by a candidate
- Support the SENCo in determining the need for and implementing access arrangements
- 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)

- Has detailed understanding of the current JCQ document AARA
- Accurately completes the relevant sections of JCQ Form 8/Form 9

Use of word processors

The centre's policy on the use of word processors can be found here:
https://www.wyedean.gloucs.sch.uk/Exams/Exam-Policies/

Requesting access arrangements

Roles and responsibilities

Special educational needs coordinator (SENCo) or equivalent role/Higher Level Teaching Assistant (HLTA) under guidance from SENCo

- 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
- To comply with the UK GDPR and the Data Protection Act 2018, ensures relevant candidates are informed that an application for access arrangements will be processed using Access arrangements online
- Follows guidance in AA Chapter 8 to process approval applications for access arrangements for GCSE and GCE qualifications
- 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, where required, and a body of evidence to substantiate the candidate's normal way of working within 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)
- With the Examinations Manager, 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
- With the Examinations Manager, maintains a file 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 GCSE and GCE qualifications (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 when requested by a JCQ Centre Inspector
- Where time restrictions occur, the SENCo may delegate the processing of AAO to the EM or Exams Officer

Exams Manager

- Is familiar with the entire contents of the currentJCQ document GR and is aware of information contained in AA where this may be relevant to the EM role
- Presents the files when requested by a JCQ Centre Inspector
- With the SENCo, 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)
- With the SENCo, maintains a file 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 GCSE and GCE qualifications (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)
- Liaises with teaching staff regarding any appropriate modified paper requirements for candidates
- Liaises with the SENCo to ensure AAO approval is in place for early opening of papers where this may be required 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 GCE and GCSE; *JCQ Form 7* or *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

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 document *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) 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 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
- Liaises with the EM to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues

Exams Manager

- Is familiar with and follows the *Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations* provided in the current ICE
- 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
- Ensures 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
- 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
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates
- 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 invigilators as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Sign Language Professional)
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate
- Facilitates request when there is a requirement 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 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 where preparation is required by the facilitator (Oral Language Modifier, Live Speaker, Sign Language Professional only)
- Ensures that the facilitator only has access to the papers one hour prior to the published start time of the exam
- Ensures up to date access arrangement details are available to all teaching staff
- Is familiar with and follows the *Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations* provided in the current ICE
- 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 may be required and, where approved, opens the exam question paper packet in the secure room no earlier than 90 minutes prior to the published start time of the exam
- 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 where preparation is required by the facilitator (Oral Language Modifier, Live Speaker, Sign Language Interpreter only)
- Ensures that the facilitator only has access to the papers one hour prior to the 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 GCSE and GCE qualifications

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

Invigilators

- Follow training provided to them with regard to regulations covering assistance provided to students requiring access arrangements
- Ensure all appropriate paperwork (including coversheets) is completed appropriately

Internal assessments

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

Special educational needs coordinator (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 his/her first formal supervised assessment
- Ensures candidates are aware of the access arrangements that are in place for their assessments

Examinations Manager

- Ensures up to date access arrangement details are available to all teaching staff
- Ensures candidates are aware of the access arrangements that are in place for their assessments
- Ensures cover sheets are completed as required by facilitators
- Liaises with the teacher where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of his/her formal supervised assessment

Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidates
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Provide the SENCo with assessment schedules to ensure arrangements are put in place when required
- Liaise with the EM regarding assessment materials that may need to be modified for a candidate

Internal exams / assessments

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) or equivalent role

- Liaises with EM to implement appropriate access arrangements for candidates

Examinations Manager

- Provide the teaching staff with internal exam timetable, requesting relevant modified papers from teaching staff as appropriate

Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidate
- Provide exam materials to EM that have been appropriately modified for a candidate

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* *Head of Year provides written statement for file to confirm the need* *Approval confirmed by SENCo; AAO approval for both arrangements not required* *Head of Year discussion with candidate to confirm the arrangements should be put in place* *EM submits appropriate 'Alternative site for the conduct of exams form'* *EM provides candidate with exam timetable and JCQ information for candidates* *Head of Year confirms with candidate the information is understood* *EM allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials – If the student is supported by Hospital Outreach then one of their trained invigilators will be used* *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 EM after each exam on how candidate's performance in exam may have been affected by his/her condition* *EM discusses with Head of Year if candidate is eligible for special consideration (candidate present but disadvantaged)* *EM 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 document of results)*
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/Reader sourced for use in papers (or sections of papers)* *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 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 their name to bring their attention back to the paper - confirms requirement for alternative room room)*

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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* *Candidate informed that an application for access arrangements will be processed using Access arrangements online* *Supporting evidence, 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*