

# Edgbarrow School

## Disability policy (Examinations)

**2017/18**

This policy is reviewed annually to ensure compliance with current regulations

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## Purpose of the policy

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

*“recognises 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.*

*†or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect”*

[Quote taken directly from chapter 5.4 of the current JCQ publication [General regulations for approved centres](#)]

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’)
- requesting access arrangements
- implementing access arrangements and the conduct of exams

## The Equality Act 2010 definition of disability

A definition is provided on page 4 of the current JCQ publication *Adjustments for candidates with disabilities and learning difficulties* [Access Arrangements and Reasonable Adjustments](#)

This publication is further referred to in this policy as [AA](#).

## Identifying the need for access arrangements

### Roles and responsibilities

All forms relating to access arrangements are found in T-drive/all staff/access arrangements

#### 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)/Assessor

- 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/assessor via the referral form, of any support that might be needed by a candidate with regards to normal way of working so as to access the curriculum fully

## Assessor of candidates with learning difficulties

(An assessor of candidates with learning difficulties will be an appropriately qualified access arrangements assessor/psychologist/specialist assessor)

- Has detailed understanding of the current JCQ publication [AA](#)

## Requesting access arrangements

### Roles and responsibilities

#### Special educational needs coordinator (SENCo/Assessor)

- 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

#### 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

#### Teaching Staff and Support Staff

- Evidence in normal way of working before an arrangement is put in place, including access arrangements which are school decisions

## 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/assessor, 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
- Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Sign Language Interpreter)

#### Special educational needs coordinator (SENCo)/Assessor

- 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)
- 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
- 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 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)
- Maintains a file for each candidate that will include:

Disability Policy (Examinations) 2017/18 Hyperlinks provided in this document were correct as at October 2016

- 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/assessor 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)
  - Presents the files when requested by a JCQ Centre Inspector
  - Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates
  - Liaises with the exams officer (EO) regarding facilitation and invigilation of access arrangement candidates in exams
  - 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
  - Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
  - Ensures the facilitator is known by or introduced to the candidate prior to exams
  - Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate
  - Liaises with the EO where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams
  - 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
  - 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

### Exams officer

- 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](#) (page 44)
- 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 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
- 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)

- 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

#### **Other relevant centre staff**

- Support the SENCo/assessor and the exams officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

#### **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.

*“Externally marked and/or externally set practical examinations taken at different times across centres are classified as ‘NEA’.”*

[Quote taken from the JCQ publication [Instructions for conducting non-examination assessments – Foreword, page 3](#)]

#### **Special educational needs coordinator (SENCo)/Assessor**

- Liaises with teaching staff to implement appropriate access arrangements for candidates
- 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
- Liaise with the SENCo/assessor regarding assessment materials that may need to be modified for a candidate

#### **Teaching staff**

- Support the SENCo/assessor in implementing 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
- Provide the SENCo/assessor with assessment schedules to ensure arrangements are put in place when required

#### **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)/Assessor**

- Liaises with teaching staff to implement appropriate access arrangements for candidates

#### **Teaching staff**

- Support the SENCo/assessor in implementing appropriate access arrangements for candidates
- Provide exam materials that may need to be modified for a candidate

#### **Exams Officer**

- Provide the SENCo/assessor with internal exam timetable to ensure arrangements are put in place when required

