



Ark John Keats Academy

Disability Exams Policy

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KEY STAFF

Role	Names
Head of Centre	
Exams Officer line manager	Adele Barward-Symmons
Exams Officer	Naleni Naidoo
SEnCo	Natasha Socrates
Secondary SLT Members	Nathaniel Nabarro, Frances Freeman, Sean Mullarkey, Natasha Socrates, Emma Dickson, Sophie McKenzie, Christina Wenzel, Aaron Collingwoode-Williams

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...”. This quote is taken directly from section 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
- Good practice in relation to the Equality Act 2010.

THE EQUALITY ACT 2010 DEFINITION OF DISABILITY

According to the Equality Act 2010, a person has a disability if they have a physical or mental impairment, and if this impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

A definition is provided in 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

a 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*
- Ensures the quality of the access arrangements process within the centre
- Ensures staff roles, responsibilities, and processes in identifying, requesting, and implementing access arrangements for candidates (including private candidates) are clearly defined and documented
- Ensures a policy demonstrating the centre’s compliance with relevant legislation is in place.

Senior Leaders

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

Special Educational Needs Co-ordinator (SENCo)

- Has full knowledge and understanding of the contents, refers to, and directs relevant centre staff to the annually updated JCQ publication *AA*
- Ensures staff roles, responsibilities, and processes in identifying, requesting, and implementing access arrangements for candidates (including private candidates) 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
- Ensure a statement is provided which details the criteria the centre uses to award and allocate word processors for exams
- Leads on the access arrangements process to facilitate access for candidates
- 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 the qualified assessor(s) has access to the assessment objectives for the relevant specification(s) a candidate is undertaking
- 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
- 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
- Provides information to evidence the normal way of working of a candidate
- Conducts appropriate assessments to identify the need(s) of a candidate
- Provides appropriate evidence to confirm the need(s) of a candidate
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body.

Teaching staff

- Inform the SENCo of 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
- Provide appropriate evidence to confirm the need(s) of a candidate.

Support staff (for example, Learning Support Assistants, and Teaching Assistants

- (where appropriate) Provide comments/observations to support the SENCo in *painting a holistic picture of need* confirming *normal way of working* for a candidate
- Support the SENCo in determining the need for and implementing access arrangements.

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
- Support the SENCo in determining the need for and implementing access arrangements
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance
- Conducts appropriate assessments to identify the need(s) of a candidate
- Provides appropriate evidence to confirm the need(s) of a candidate.

Exams Officer

- Supports the SENCo in determining the need for and implementing access arrangements
- Provides a policy on the use of word processors in exams and assessments

- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance
- Presents, when requested by a JCQ Centre Inspector, evidence of the assessor's qualification

b Use of word processors

The centre's Word Processor Policy (exams) is located on the centre's website.

REQUESTING ACCESS ARRANGEMENTS

c Roles and responsibilities

Special Educational Needs Co-ordinator (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
- Follows guidance in AA Section 8 to process approval applications for access arrangements for those qualifications listed on page 2 of AA
- Supports and provides guidance for the exams officer in applying for approval through *Access arrangements online* (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, that the original form is signed by hand and dated as required prior to approval being sought and that the original form is provided for processing and inspection purposes
- Supports and provides guidance for the exams officer in making *awarding body referrals* through AAO where initial applications for approval may not be approved by AAO, where it is deemed by the centre that a 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 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 those qualifications listed on page 2 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)
- Liaises with teaching staff regarding any appropriate modified paper requirements for 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
- Applies for approval where this is required, through AAO, or through the awarding body where qualifications sit outside the scope of AAO with the support of the SENCo

- Ensures the names of all other assessors, who are assessing candidates studying qualifications as listed on page 2 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)
- Holds the completed files for each candidate securely
- Presents the files when requested by a JCQ Centre Inspector
- Liaises with the SENCo 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; 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

d Roles and responsibilities

1.1.1 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
- 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).

Special Educational Needs Co-ordinator (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, 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 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
- Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe, or Sign Language Interpreter)
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures a record of the training given to those facilitating an access arrangement for a candidate under examination conditions is kept and retained on file until the deadline for enquiries about results 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 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 to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- Ensures invigilators supervising access arrangement candidates are trained in their role and understand the invigilation arrangements required for access arrangements candidates as detailed in *ICE* 7 and 8
- Ensures cover sheets, where these are required by the arrangement, are completed as required by facilitators
- 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
- 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.

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 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
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures a record of the training given to those facilitating an access arrangement for a candidate under examination conditions is kept and retained on file until the deadline for enquiries about results has passed or until any appeal, malpractice, or other results enquiry has been completed, whichever is later
- Ensures invigilators supervising access arrangement candidates are trained in their role and understand the invigilation arrangements required for access arrangements candidates as detailed in *ICE* 7 and 8
- Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators

- 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
- Liaises with the SENCo to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- 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)
- 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 either accesses a non-interactive electronic (PDF) question paper or opens exam question paper packet in the secure room no earlier than 90 minutes prior to the published start time of the exam
- 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 60 minutes prior to the published start 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 those qualifications listed on page 2 of AA
- Has a process in place to deal with emergency (temporary) access arrangements as they arise at the time of exams in terms of rooming and invigilation
- 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
- Where required for emergency (temporary) access arrangements, applies for approval through AAO or through the awarding body where qualifications sit outside the scope of AAO.

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, including:
 - IT department may provide or adapt IT or other specialist equipment that may be needed for a candidate
 - Site team may need to adapt rooms and non-specialist equipment (chairs, tables, clocks, etc.) used for exams for the candidate's needs
 - Senior staff responsible for the centre's emergency evacuation procedures may need to put in place arrangements for a candidate with a disability who may need assistance when an exam room is evacuated.

1.1.2 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.

Special Educational Needs Co-ordinator (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 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
- Ensure cover sheets are completed as required by facilitators
- 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.

1.1.3 Internal Exams

These are exams or tests which are set and marked within the centre; normally a precursor to external assessments

Special Educational Needs Co-ordinator (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.

Exams officer

- 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	<p>Alternative site for the conduct of examinations</p> <p>Supervised rest breaks</p>	<p>SENCo gathers evidence to support the need for the candidate to take exams home</p> <p>HOY provides written statement for file to confirm the need</p> <p>Approval confirmed by SENCo; AAO approval for both arrangements not required</p> <p>HOY discussion with candidate to confirm the arrangements should be put in place</p> <p>EO submits appropriate 'Alternative site for the conduct of exams form'</p> <p>EO provides candidate with exam timetable and JCQ information for candidates</p> <p>HOY confirms with candidate the information is understood</p> <p>HOY 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>HOY informs candidate that special consideration has been requested</p>
Persistent and significant difficulties in accessing written text	<p>Reader/computer reader</p> <p>25% extra time</p> <p>Separate invigilation within the centre</p>	<p>Confirms candidate is disabled within the meaning of the Equality Act 2010</p> <p>Papers checked for those testing reading</p> <p>Computer reader/examination reading pen sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded</p> <p>Original Form 8, signed by hand 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</p>

Example of candidate need(s)	Arrangements explored	Centre actions
Significant difficulty in concentrating	<p>Prompter</p> <p>Separate invigilation within the centre</p>	<p>Gathers evidence to support substantial and long term adverse impairment</p> <p>Confirms with candidate how and when they will be prompted.</p> <p>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)</p>
A wheelchair user	<p>Desk</p> <p>Rooms</p> <p>Facilities</p> <p>Seating arrangements</p> <p>Practical assistant</p>	<p>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</p> <p>Provides height adjustable desk in exam room</p> <p>Allocates exam room on ground floor near adapted bathroom facilities</p> <p>Spaced desks to allow wheelchair access</p> <p>Seats candidate near exam room door</p> <p>Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room</p> <p>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</p>