



## **DISABILITY POLICY (EXAMS) MISSION STATEMENT**

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### **RATIONALE**

This disability policy is a supplement to the general Hub policies on disability and equality, in particular the SEND policy, and the general Examinations policy. It details how the centre facilitates access to examinations and assessments for disabled candidates as defined under the terms of the Equality Act 2010, by outlining responsibilities in relation to:

- Identifying the need for appropriate arrangements, reasonable adjustments or adaptations (access arrangements)
- Requesting access arrangements
- Implementing access arrangements
- Good practice in relation to the Equality Act 2010

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

It is the responsibility of everyone involved in the centre's examination processes to read, understand and implement this policy.

### **RESPONSIBILITIES**

**The SEND Coordinator (SENDCo) is responsible for:**

- Ensuring that they are familiar with the contents of, refer to and direct relevant centre staff to the annually updated JCQ “Access Arrangements and Reasonable Adjustments” document.
- Undertaking relevant qualifications and training and attending/carrying out any required updates to that training and recording evidence of these.
- Identifying and testing candidates and determining any required access arrangements in accordance with the regulations. (Students are tested at the start of year 7 and the end of year 7, 8, 9 and 10 to identify those needing support. At the end of year 9 extended tests are conducted for those who are likely to require access arrangements so that these can be fully implemented for KS4 courses. Students with a physical disability are also assessed so that appropriate modifications can be put in place for assessments and examinations, in addition to any other support identified for lessons and classroom access.)
- Providing additional support (e.g. with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment) to help candidates achieve their course aims.
- Making applications for access arrangements using the latest version of the JCQ “Access Arrangements and Reasonable Adjustments” document and ensuring that all appropriate documentation is in place.



- Issuing details of all access arrangements awarded to heads of departments and subject teachers to allow them to implement appropriate arrangements at all stages of a student's course, including for non-examination assessments.
- Collating evidence and information to develop a picture of need and confirm normal way of working and usage of access arrangements.
- Providing support/facilitators for access arrangements for assessments and examinations (internal and external).
- Training facilitators for access arrangements in conjunction with the Exams Officer.

#### **The Exams Officer is responsible for:**

- Liaising with the SENDCo to ensure all applications for access arrangements are made promptly, at the relevant stage of the candidate's course
- Arranging rooming and invigilation for all candidates to ensure access arrangements can be suitably accommodated
- Assisting the SENDCo to identify support/facilitators for access arrangements
- Training access arrangements facilitators, in conjunction with the SENDCo and ensuring that a record of such training is retained
- Training invigilators supervising access arrangement candidates and ensuring that a record of the training is retained
- Ensuring there is an up to date centre policy for the allocation and use of word processors for examinations
- Ensuring that modified paper requests for external examinations are made as necessary and on time
- Ensuring that modified paper access arrangements are correctly implemented on the day of an external examination (e.g. to generate a file suitable for use with a computer reader and coloured paper copies)
- Ensuring that all other access arrangements are correctly implemented

#### **Heads of Faculties/Heads of Departments and Subject Teachers are responsible for:**

- Informing the SENDCo of any support that might be needed by a candidate
- Providing comments/observations to support the SENDCo in painting a picture of need and confirming normal way of working for a candidate
- Referring to a student's Individual Provision Map (IPM) for details of recommended support
- Supporting the provision of access arrangements for internal and external assessments and internal examinations e.g. by using classroom support staff as facilitators, producing worksheets and internal examination papers on coloured paper as needed.

#### **Teaching Assistants are responsible for:**

- Informing the SENDCo of any support that might be needed by a candidate
- Assisting with the process of testing for access arrangements



- Providing comments/observations to support the SENDCo in painting a picture of need and confirming normal way of working for a candidate
- Facilitating access arrangements for assessments and examinations in line with JCQ regulations

#### **Invigilators are responsible for:**

Ensuring that they are aware of all candidates for examinations who are entitled to access arrangements and for ensuring that these arrangements are applied correctly (e.g. correct extra time is allocated, rest breaks are monitored, cover sheets are completed, word processors and guidance are issued)

#### **Other Centre Staff are responsible for:**

- Assistance with the provision of specialist equipment, seating, clocks or other items to facilitate the taking of assessments or examinations
- Assistance with arrangements for emergency evacuation procedures

### **QUALIFICATIONS AND ASSESSMENT**

The Head of Centre is responsible for appointing a suitably qualified access arrangements assessor, as defined in the JCQ “Access Arrangements and Reasonable Adjustments” document.

Evidence of the assessor’s qualifications is kept on file, both by the Exams Officer and with the access arrangement records and files.

The assessor is responsible for carrying out any updates required to their training and ensuring that such updates are recorded (usually annually).

All records of testing and assessment carried out in relation to determining any required access arrangements are stored in student folders, together with any associated access arrangements paperwork (e.g. Form 8, data protection notice, applications). This includes any relevant documentation for centre delegated access arrangements. These records are available for inspection as required.

The assessor’s line manager may, at any point, request a review of a student’s assessment. Teaching staff and assistants may also ask to review an assessment if they require additional supporting information or wish to review the reasons, for example, that any request for support has been denied.

### **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 materials, provision of specialist equipment or adaptation of similar. Some examples are as follows:



| Example of need   | Arrangements  | Centre actions   |
|---|---|--|
| <p>A medical condition which prevents the candidate from taking exams in the centre</p> | <p>Alternative site for the conduct of examinations</p> <p>Supervised rest breaks</p> | <p>SENDCo gathers evidence to support the need for the candidate to take exams at home</p> <p>Head of year provides written statement for file to confirm the need</p> <p>Approval confirmed by SENDCo; AAO approval for both arrangements not required</p> <p>EO discusses 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>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 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 Head of Year and SENDCo if candidate is eligible for special consideration (candidate present but disadvantaged)</p> |



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|   |   | <p>EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence</p> <p>Head of Year 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>SENDCo confirms candidate is disabled within the meaning of the Equality Act 2010</p> <p>Candidate trained in use of computer reader and provided opportunities to practice with computer reader or human reader during assessments/end of year exams/PPEs. Agreement reached as to which papers will be completed with a human reader and which with a computer reader. Latter used for papers (or sections of papers) testing reading.</p> <p>Form 8 completed, signed and dated and kept on file with body of supporting evidence, printed approval from AAO and signed data protection notice</p> |
| Significant difficulty in concentrating                           | Prompter  | <p>SENDCo gathers evidence to support substantial and long term adverse impairment. No access arrangements application is required.</p> <p>SENDCo confirms with candidate how and when they will be prompted</p> <p>SENDCo briefs EO and invigilator to monitor candidate and the method of prompting (depending on method this would support an additional requirement for a separate room)</p>   |
| Poor handwriting, especially under timed conditions               | Laptop  | <p>SENDCo gathers evidence in line with the centre Word Processor Policy to support illegibility of handwriting, especially under timed conditions. No access arrangements application is required.</p>  |



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|                   |  | <p>SENDCo tests candidate to verify that typing speed is sufficient and practice organized if needed</p> <p>SENDCo and subject teacher arrange for availability of laptop for classroom based assessments.</p> <p>EO organises laptop for all exams to meet JCQ requirements; word processor cover sheet generated to be completed by invigilator and attached to candidate's work</p>  |
| A wheelchair user | <p>Desk Rooms<br/>Facilities</p> <p>Seating<br/>arrangements</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>   |
|                   | Practical assistant  | <p>Allocates exam room on ground floor near adapted bathroom facilities</p> <p>Spaces desks to allow wheelchair access<br/>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> |

### Review

This disability policy will be reviewed at least every two years by the Exams Officer and SENDCo.

Reviewed: September 2022

Reviewed: September 2024



Next review date: September 2025