



# **Disability policy (exams)**

## **2018/19**

This policy is reviewed annually to ensure compliance with current regulations

<b>Approved/reviewed by</b>	
Mr A. Shaw	
<b>Date of next review</b>	01/02/2020

## Key staff involved in the policy

<b>Role</b>	<b>Name(s)</b>
SENCo	<b>Mrs C. Bowler</b> <b>Mrs L. Findlay</b>
SENCo line manager (Senior Leader)	<b>Miss D. Sullivan</b>
Head of centre	<b>Mr G. Langston-Jones</b>
Assessor(s)	<b>Mrs J. Till</b>

## Contents

Key staff involved in the policy.....	2
Purpose of the policy.....	4
Implementing access arrangements and the conduct of exams .....	4
The Equality Act 2010 definition of disability .....	4
Identifying the need for access arrangements .....	4
Roles and responsibilities .....	4
Use of word processors.....	5
Requesting access arrangements.....	5
Roles and responsibilities .....	5
Implementing access arrangements and the conduct of exams .....	6
Roles and responsibilities .....	6
External assessments .....	6
Internal assessments .....	7
Internal exams .....	8
Nether Stowe School's adapted facilities.....	8

## Purpose of the policy

This policy details how Nether Stowe School 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

*The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:*

- identifying a physical or mental impairment;
- looking into adverse effects and assessing which are substantial;
- considering if substantial adverse effects are long term;
- judging the impact of long term adverse effects on normal day to day activities

JCQ publication Adjustments for candidates with disabilities and learning difficulties  
[Access Arrangements and Reasonable Adjustments](#) 2018-2019 [AA](#)

## 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 [General Regulations for approved centres GR](#) and [AA](#)

#### Senior leaders

- ▶ Are familiar with the entire contents of the annually updated JCQ publications including [GR](#) and [AA](#)
- ▶ Ensures an appropriately qualified assessor(s) is appointed

#### 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](#)
- ▶ Ensures the quality of the access arrangements process within the centre
- ▶ 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
- ▶ Provide information to evidence the normal way of working of a candidate
- ▶ Provides appropriate evidence to confirm the need(s) of a candidate

#### Teaching staff

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

## **Support staff** (Learning Support Assistants, 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

## **Assessor of candidates with learning difficulties**

- ▶ Has detailed understanding of the JCQ publication [AA](#)
- ▶ Support the SENCo in determining the need for and implementing access arrangements
- ▶ Ensures the assessment process is administered in accordance with the regulations
- ▶ Completes appropriate documentation as required by the regulations of JCQ and the awarding body
- ▶ Conducts appropriate assessments to identify the need(s) of a candidate

## **Use of word processors**

Centres are allowed to 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.

The centre will not

- ▶ simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home

## **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 or if approval is centre-delegated
- ▶ Applies for approval where this is required, through *Access arrangements online*
- ▶ 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 and dated as required **prior** to approval being sought and that the original form is provided for processing and inspection purposes.
- ▶ 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 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)
- ▶ Presents the files/e-folders when requested by a JCQ Centre Inspector and addresses any queries/questions raised

### **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
- ▶ Liaises with the SENCo to ensure arrangements are in place for internal and external exams

## **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
- ▶ 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
- ▶ Appoints appropriate centre staff as facilitators to support candidates (reader, scribe) ensuring appropriately trained and understand the rules of the particular access arrangement(s)
- ▶ 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

## **Exams officer**

- ▶ Understands and follows instructions for *Invigilation arrangements for candidates with access arrangements* and *Access arrangements* in [ICE 2018-2019](#)
- ▶ 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
- ▶ Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators
- ▶ 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)
- ▶ Ensures candidates with access arrangements are identified on exam room seating plans
- ▶ 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
- ▶ 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 (Sites, Reception)**

- ▶ 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

## **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

### **Teaching staff**

- ▶ Support the SENCo in implementing appropriate access arrangements for candidates
- ▶ Ensures 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

### **Internal exams**

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

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

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

### **Exams Officer**

- ▶ Support the SENCo in implementing appropriate access arrangements for candidates
- ▶ Provide the SENCo with internal exam timetable to ensure arrangements are put in place when required

### **Teaching staff**

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

### **Nether Stowe School's adapted facilities**

- ▶ The school has a team of teaching assistants who support the curriculum needs of candidates
- ▶ ICT packages available for individual use
- ▶ Lift access to all areas of the upper school
- ▶ Fully equipped toilets with ramps and rails
- ▶ Support of the Local Authority for advice and additional resources