



*Dream, Believe, Persevere, Achieve*



## Disability (Exams) Policy

**School Name:** St Ives/Cape Cornwall School

**Dissemination:** Staff Shared Drive and Website

**Review date:** November 2020

**Person responsible for Implementation and Monitoring:** Exams Officer/SENDCO/Headteacher

**Links to other relevant policies:** JCQ Policies, Examinations Policy, Access Arrangements Policy, Use of Laptop for Exams Policy, Equal Opportunitites Policy

### Key Staff Involved in Policy:

**SENDCO (Deputy SENDCO):** Carly Brooker (Sarah Parsonage/Sarah Jackson)

**Head of Centre:** Jan Woodhouse

**Assessor:** Tracey Foster (External)

**Exams Officer:** Sara Farrington

## INTRODUCTION

The purpose of this policy is:

- to explain the roles, responsibilities and procedures to be adopted to ensure the appropriate administration of access arrangements for candidates with Disabilities within St Ives/Cape Cornwall School.

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

St Ives School is committed to actively promoting equality of opportunity across all aspects of provision.

## AIMS

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

*“recognise 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 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

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](#).

## 1. Identifying the need for access arrangements

### Roles and responsibilities

#### Headteacher/Executive Headteacher

- Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ publications including [GR](#) and [AA](#)
- In Liaison with the SENDCo, 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 quality of the access arrangements process within the centre

#### Senior leaders

- Are familiar with the entire contents of the annually updated JCQ publications including [GR](#) and [AA](#)

#### Special educational needs coordinator (SENDCo)

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication [AA](#)
- Ensures an appropriately qualified assessor is appointed, evidence of the assessor's qualification is obtained before he/she assesses candidates and that evidence of the qualification of the person appointed is held on file
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements for candidates (including private candidates) are clearly defined and documented
- Leads on the access arrangements process to facilitate access for candidates
- Determines need for access arrangements and provides appropriate evidence to confirm the need(s) of a candidate
- Requests evidence of the normal way of working of a candidate from teaching/classroom staff and keeps on file for inspection
- Ensures a policy demonstrating the centre's compliance with relevant legislation is in place
- Provides a policy on the use of word processors in exams and assessments
- Works with the person/persons appointed, on all matters relating to assessing candidates and the administration of the assessment process
- Ensures the assessment process is administered in accordance with the regulations and that the correct procedures are followed as per Chapter 7 of [AA](#)
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification
- Ensures arrangements put in place for exams/assessments reflect a candidate's *normal way of working* within the centre

#### Teaching staff

- Inform the SENDCo of any support that might be needed by a candidate
- Provide evidence of normal way of working to the SENDCO

### Support staff (Learning Support Assistants)

- Provide comments/observations to support the SENDCo in painting a holistic picture of need confirming normal way of working for a candidate (where appropriate)

### 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 SENDCo 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

### Examinations Officer

- 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 and assessments

## **2. Use of word processors**

In order to qualify to use a laptop in exams, a student should meet one or more of the following criteria:

- A learning disability which has a substantial and long term adverse effect on the student's ability to write legibly
- A medical condition
- A physical disability or temporary injury to their writing hand
- A sensory impairment
- Planning and organisational problems when writing by hand
- Poor handwriting that would be illegible to an unfamiliar eye
- Other condition evidenced by the SENDCO

In all cases, use of a word processor must reflect a candidate's normal way of working within the centre. Laptops will be provided by the school and must not have any access to the internet, internal network, shared folders or any other unauthorised software.

### 3. Requesting access arrangements

#### Roles and responsibilities

##### Special educational needs coordinator (SENDCo)

- Follows guidance in [AA](#) Section 8 to process approval applications for access arrangements for those qualifications listed on page 2/92 of [AA](#)
- 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/or centre based evidence including concise file note(s) on centre headed paper, signed and dated, and a body of evidence to substantiate the candidate's normal way of working within the centre. (Form 8 must only be used for candidates with learning difficulties who are not subject to a current EHCP or Statement of Special Educational Needs or those requiring a Language Modifier.)
- 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
- Liaises with Assessor of Candidates with Learning Difficulties to ensure all candidates are tested that may require an access arrangement within an appropriate time window of the deadline
- Liaises with teaching staff regarding any appropriate modified paper requirements for candidates
- Liaises with the exam officer 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)
- 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
- Completes access arrangements online alongside Assessor of candidates
- Ensures where form 8 is required to be completed, the original form is signed (an electronic signature is permissible) and dated as required **prior** to approval being sought and that the original form is provided for processing and inspection purposes (This may be a hard copy paper version or an electronic version).
- Ensures the names of all other assessors, who are assessing candidates studying qualifications as listed on page 2/92 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)
- 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 2/92 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)
- Presents the files when requested by a JCQ Centre Inspector and addresses any queries/questions raised

#### Assessor of candidates with learning difficulties

- Follows guidance in [AA](#) Section 8 to process approval applications for access arrangements for those qualifications listed on page 2/92 of [AA](#)

#### Exams officer

- Alongside SENDCo, liaises with teaching staff regarding any appropriate modified paper requirements for candidates
- Following the appropriate process (AAO for those qualifications listed on page 74 of [AA](#); *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
- Liaises with the SENDCo 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)
- If the SENDCo is unavailable, presents the files/e-folders of access arrangements candidates when requested by a JCQ Centre Inspector and addresses any queries/questions raised

## **4. 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).

#### Headteacher/Executive Headteacher

- Supports the SENDCo, 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](#)

#### 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](#) (pg 44)

- Is familiar with the instructions for *Invigilation arrangements for candidates with access arrangements* and *Access arrangements* in the current [ICE](#)
- 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
- 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 invigilators supervising access arrangement candidates are trained in their role and understand the invigilation arrangements required for access arrangement candidates as detailed in [ICE](#)
- Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators
- Liaises with the SENDCo where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams
- Liaises with the SENDCo 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 SENDCo 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 SENDCo regarding the facilitation and invigilation of access arrangement candidates
- Liaises with the SENDCo regarding rooming of access arrangement candidates
- Liaises with the SENDCo 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 candidates with access arrangements are identified on exam room seating plans
- 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 the exam question paper packet in the secure room no earlier than 90 minutes prior to the awarding body's published start time of the exam
- Understands that where permitted/approved, secure exam question paper packets may need to be opened early so the facilitator (Oral Language Modifier, Live Speaker, Communication Professional **only**) may have access to the question paper 60 minutes prior to the awarding body's published starting time for the exam in order to prepare
- 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 SENDCo 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
- 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, and that the facilitator should not be a relative, friend, subject teacher/tutor or peer of the candidate
- Ensures a record of the content of training given to those facilitating an access arrangement for a candidate under examination conditions is kept and retained on file until the deadline for reviews of marking has passed or until any appeal

#### Special educational needs coordinator (SENDCo)

- 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 temp 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
- Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Communication Professional)
- 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
- 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
- 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



### Other relevant centre staff

- Support the SENDCo and the exams officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- Ensure that the centre's **emergency evacuation procedures** and the arrangements that may need to be in place for a candidate with a disability who may need assistance when an exam room is evacuated are appropriate
- Staff responsible for IT (Network Manager/IT Technician) will be responsible for ensuring word processors/laptops are updated and set up in accordance to guidelines in

### Internal Non-Examination 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 (SENDCo)

- 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)

### Exams Officer

- 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
- Provide the SENDCo with assessment schedules to ensure arrangements are put in place when required
- Liaise with the SENDCo regarding assessment materials that may need to be modified for a candidate

### Teaching staff

- Support the SENDCo and Exams Officer in implementing appropriate access arrangements for candidates

### **Internal exams**

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

### Exam Officers

- Provide exam materials that may need to be modified for a candidate
- Provide the SENDCo with internal exam timetable to ensure arrangements are put in place when required

### Special educational needs coordinator (SENDCo)

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

### Teaching staff

- Support the SENDCo in implementing appropriate access arrangements for candidates

## 5. 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 wheelchair user	Desk Rooms Facilities Seating arrangements Practical assistant	<i>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</i>  <i>Provides height adjustable desk in exam room</i>  <i>Allocates exam room on ground floor near adapted bathroom facilities</i>  <i>Spaces desks to allow wheelchair access</i>  <i>Seats candidate near exam room door</i>  <i>Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room</i>  <i>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</i>
Significant difficulty in concentrating	Prompter Separate invigilation within the centre	<i>Gathers evidence to support substantial and long term adverse impairment</i>  <i>Confirms with candidate how and when they will be prompted</i>  <i>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)</i>
A medical condition which prevents the candidate from taking exams in the centre	Alternative site for the conduct of examinations Supervised rest breaks	<i>SENDCo gathers evidence to support the need for the candidate to take exams at home</i>  <i>Pastoral head provides written statement for file to confirm the need</i>  <i>Approval confirmed by SENDCo; AAO approval for both arrangements not required</i>

		<p><i>Pastoral head discussion with candidate to confirm the arrangements should be put in place</i></p> <p><i>EO submits 'Alternative site form' for timetabled written exams to awarding body/bodies online through CAP</i></p> <p><i>EO provides candidate with exam timetable and JCQ information for candidates</i></p> <p><i>Pastoral head confirms with candidate the information is understood</i></p> <p><i>Pastoral head agrees with candidate that prior to each exam will call to confirm fitness to take exam</i></p> <p><i>EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials</i></p> <p><i>Invigilator monitors candidate's condition for each exam and records any issues on incident log</i></p> <p><i>Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam</i></p> <p><i>Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by his/her condition</i></p> <p><i>EO discusses with pastoral head if candidate is eligible for special consideration (candidate present but disadvantaged)</i></p> <p><i>EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence</i></p> <p><i>Pastoral head informs candidate that special consideration has been requested</i></p>
<p>Persistent and significant difficulties in accessing written text</p>	<p>Reader/ computer reader</p> <p>25% Extra time</p> <p>Separate invigilation within the centre</p>	<p><i>Confirms candidate is disabled within the meaning of the Equality Act 2010</i></p> <p><i>Papers checked for those testing reading</i></p> <p><i>Computer reader/examination reading pen sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded</i></p> <p><i>Original Form 8, signed 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</i></p> <p><i>A short concise file note produced on centre headed paper, signed and dated kept on file, confirming the nature of the candidate's impairment and that the use of a computer reader and/or a reader reflects his/her normal and current way of working within the centre</i></p>
<p>Handwriting difficulty – very slow or illegible writing</p>	<p>Word Processor</p>	<p><i>Teacher nominates candidate for laptop and provides evidence of need – samples of handwritten work to SENDCO</i></p> <p><i>SENDCO checks whether candidate meets criteria of word processor policy and if so, recommends use of Laptop in classroom to establish normal way of working</i></p>

		<i>Exams Officer provides school issue laptop with internet disabled for all internal and external examinations and assessments</i>
Handwriting difficulty due to injury at time of examination	Word Processor/Scribe	<p><i>Candidates condition is reported to the Exams Officer</i></p> <p><i>Exams Officer assesses whether candidate can use a word processor or if a scribe is needed.</i></p> <p><i>If scribe needed, EO processes application on AAO and obtains signed data protection notice from candidate. Both are held on file by SENDCO</i></p> <p><i>EO sources trained LSA/Invigilator to work with candidate as scribe and moves candidate to small room</i></p>