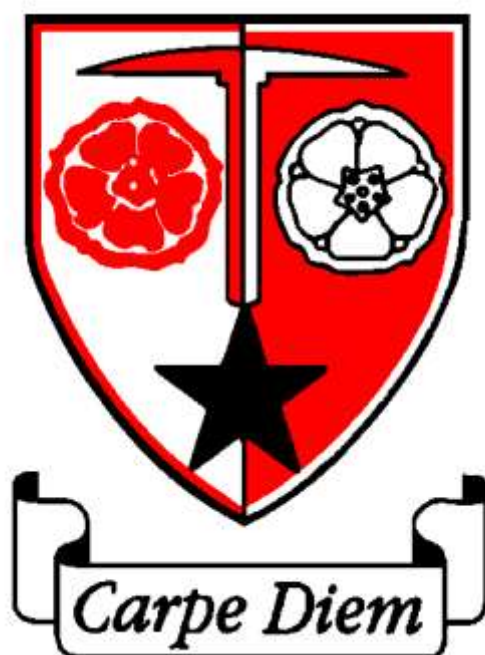


# AUDENSHAW SCHOOL



## EQUALITIES POLICY EXAMS

This policy is reviewed annually by the Standards Committee.

### History of Document

Issue No	Author/Owner	Date Written	Approved by Personnel	Received by Governors	Comments
1	Jordan McCabe	23/11/2016	14/12/2016	24/01/2017	
1.1	Jordan McCabe	15/11/2017	03/01/2018	08/01/2018	Update To Roles
1.2	Jordan McCabe	19/11/2018	14/12/2018	14/12/2018	Update To Roles
1.3	Jordan McCabe	05/11/2019	20/11/2019	20/11/2019	Update To Mission & Vision
1.4	Jordan McCabe	24/11/2020	14/12/2020	14/12/2020	Formally Entitled Disability Policy Exams.
1.5	Jordan McCabe	07/12/2021	08/04/2022	08/04/2022	Update To Roles

## **OUR MISSION**

Our School aims to provide a quality education in a caring community based on values of **respect, responsibility** and **resilience** and a relentless pursuit of excellence in all that we do.

## **OUR VISION**

Our School will be recognised as a fully inclusive, aspirational, high achieving centre of excellence, firmly rooted in the local community.

We will create, develop and maintain a challenging and stimulating personalised learning environment where no student is overlooked or left behind and where teaching and learning is high quality, inspirational and innovative.

We will consistently have high academic standards and expectations for every individual and continue to place considerable value on sport and healthy living and developing strong links with the community.

All members of our School community will be valued and every success will be celebrated. Our School will maintain a safe, secure and caring environment in which to work and learn.

<b><u>CONTENTS</u></b>	<b><u>PAGE(S)</u></b>
Purpose Of The Policy	4
Key Staff Involved In This Policy	4
The Equality Act 2010 Definition Of Disability	4
Identifying The Need For Access Arrangements - Roles and Responsibilities	5-7
Use Of Word Processors	7
Requesting Access Arrangements - Roles and Responsibilities	8-9
Implementing Access Arrangements and The Conduct Of Exams - Roles and Responsibilities	9-12
Implementing Access Arrangements In Internal Assessments - Roles and Responsibilities	12-13
Implementing Access Arrangements In Internal Exams - Roles and Responsibilities	13
Facilitating Access – Examples	13-15

## **Purpose Of The Policy**

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

*“Recognises its duties towards disabled candidates, ensuring compliance with all aspects of the Equality Act 2010, particularly Section 20 (7). This must include a duty to explore and provide access to suitable courses, through the access arrangement process submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates. Where the centre is under a duty to make a reasonable adjustment, the centre must not charge a disabled candidate any additional fee in relation to the adjustment or aid; or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect”.*

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.

## **Key Staff Involved In This Policy**

<b><u>ROLE</u></b>
<b>SENDCo</b>
<b>SENDCo Line Manager</b>
<b>Head Of Centre</b>
<b>Assessor</b>
<b>Access Arrangement Facilitator</b>

## **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.

## **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 the General Regulations and Access Arrangements and Reasonable Adjustments Regulation.

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 all candidates are clearly defined and documented.

Ensures an appropriately qualified assessor(s) is appointed and that evidence of the assessor's qualification(s) is obtained before he/she assesses candidates and that evidence of the qualification(s) of the person(s) appointed is held on file.

Ensures a policy demonstrating the centre's compliance with relevant legislation is in place.

Ensure a statement is provided which details the criteria the centre uses to award and allocate word processors for exams.

### **Senior Leadership Team**

Are familiar with the entire contents of the annually updated JCQ publications including General Regulations and Access Arrangements and Reasonable Adjustments Regulation.

Support the SENDCo in determining the need for and implementing access arrangements

### **SENDCo**

Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication Access Arrangements and Reasonable Adjustments Regulation.

Leads on the access arrangements process to facilitate access for candidates.

Ensures that the access arrangements/reasonable adjustments approved allow the candidate to access the assessment, but do not result in the candidate gaining an unfair advantage.

Ensures arrangements put in place for exams/assessments reflect a candidate's normal way of working within the centre.

Ensures the qualified assessor(s) has access to the assessment objectives for the relevant specification(s) a candidate is undertaking

Completes appropriate documentation as required by the regulations of JCQ and the awarding body.

### **Teaching Staff**

Inform the SENDCo of any support that might be needed by a candidate.

Provide information to evidence the normal way of working of a candidate.

### **Support Staff (*Learning Support Assistants, Teaching Assistants and Communication Support Workers*)**

Where appropriate provide comments/observations to support the SENDCo to 'paint a holistic picture of need' confirming the candidates normal way of working.

### **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 Access Arrangements and Reasonable Adjustments Regulation.

Defines and documents roles, responsibilities and processes in identifying, requesting and implementing access arrangements.

Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification.

Completes appropriate documentation as required by the regulations of JCQ and the awarding body.

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.

### **Exams Officer**

Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance.

Provides a policy on the use of word processors in exams and assessments.

Ensures that where approval is required the application is processed on time and no later than the awarding body's published deadline

Ensures that the full supporting evidence is in place before an online application is processed

Reviews the evidence before an online application is processed, ensuring that the candidate does meet the published criteria for the respective arrangement

Holds all supporting evidence and presents such evidence to a JCQ Centre Inspector upon request

Ensures that the agreed adjustment has been put in place before the candidate's first examination, e.g. internal tests and mock examinations

## **Use Of Word Processors**

At Audenshaw School the 'normal way of working' for exam candidates, as directed by the head of centre, is that candidates handwrite their exams. An exception to this is where a candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology.

### **The Use Of Word Processors**

There are also exceptions where a candidate may be awarded/allocated the use of a word processor in exams where the candidate has a firmly established need and reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to the candidates.

Needs might include where a candidate has, for example:

- A learning difficulty which has a substantial and long term adverse effect on their ability to write legibly.
- A medical condition.
- A physical disability.
- A sensory impairment.
- Planning and organisational problems when writing by hand.
- Poor handwriting.

The only exception to the above where the use of a word processor may be considered for a candidate would be:

- on a temporary basis as a consequence of a temporary injury at the time of the assessment.
- where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates.

### **Arrangements For The Use Of Word Processors At The Time OF The Assessment**

Appropriate exam-compliant word processors will be provided by the Examinations Officer in liaison with the SENDCo and Assessor at the beginning of each examination. A review of the cohort will take place at the begin of each year to ensure sufficient appropriate word processors are available to those candidates with this access arrangement.

## **Requesting Access Arrangements - Roles and Responsibilities**

### **SENDCo**

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.

### **Assessor Of Candidates With Learning Difficulties**

Follows guidance in Access Arrangements and Reasonable Adjustments Regulation to process approval applications for access arrangements for those qualifications included

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 by hand and dated as required prior to approval being sought and that the original form is provided for processing and inspection purposes.

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.
- 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.

### **Exams Officer**

Is familiar with the entire contents of the annually updated JCQ publication General Regulations and is aware of information contained in Access Arrangements and Reasonable Adjustments Regulation where this may be relevant to the Exams Officer role.

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.

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 their 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.

Liaises with staff regarding any appropriate modified paper requirements for candidates

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).

Following the appropriate process (AAO for those qualifications listed on page 74 of Access Arrangements; *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 - 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*.

### **Head Of Centre**

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.

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

Liaises with the Exams Officer to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues.

### **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 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.

Liaises with the Exams Officer regarding facilitation and invigilation of access arrangement candidates in exams.

Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s).

### **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.

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 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.

Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s).

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.

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.

Ensure a facilitator acting as a prompter will not normally be the candidate's own subject teacher and must not be a relative, friend or peer of the candidate (understanding that a private tutor cannot act as a prompter for the candidate).

Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate.

Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators.

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.

Ensures appropriate seating arrangements are in place where different arrangements may need to be made for a candidate to facilitate access to their exams.

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 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, and Sign Language Interpreter only).

Ensures that the facilitator only has access to the papers 60 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.

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.

### **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.

Liaises with the Exams Officer where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams.

Staff responsible for IT or other specialist equipment that may need to be provided or adapted for a candidate.

Facilities staff responsible for rooms and non-specialist equipment (chairs, tables, clocks etc.) used for exams that may need to be adapted for a candidate.

Senior staff responsible for 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.

## **Implementing Access Arrangements In Internal Assessments - Roles and Responsibilities**

### **SENDCo**

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.

Ensure a candidate has had appropriate opportunities to practise using the access arrangement(s) before their first examination.

### **Teaching Staff**

Support the SENDCo in implementing appropriate access arrangements for candidates.

Provide the SENDCo and Exams Officer with assessment schedules to ensure arrangements are put in place when required.

Liaises with the Exams Officer regarding assessment materials that may need to be modified for a candidate.

### **Exams Officer**

Ensures centre-delegated and awarding body approved arrangements are in place prior to a candidate taking their first formal supervised assessment.

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.

## **Implementing Access Arrangements In Internal Exams - Roles and Responsibilities**

### **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.

### **SENDCo**

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

### **Teaching Staff**

Support the SENDCo in implementing appropriate access arrangements for candidates.

### **Exams Officer**

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.

## **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.

<b>Example Of Candidate Need(s)</b>	<b>Arrangements Explored</b>	<b>Centre Actions</b>
A medical condition	Alternative site	<ul style="list-style-type: none"><li>• SENDCo gathers evidence to support the need</li></ul>

<p>which prevents the candidate from taking exams in the centre.</p>	<p>for the conduct of exams. Supervised rest breaks.</p>	<p>for the candidate to take exams at home</p> <ul style="list-style-type: none"> <li>• Approval confirmed by SENDCo; AAO approval for both arrangements not required.</li> <li>• SENDCo discussion with candidate to confirm the arrangements should be put in place.</li> <li>• Exams Officer submits appropriate Alternative site for the conduct of exams form.</li> <li>• Exams Officer provides candidate with exam timetable and JCQ information for candidates.</li> <li>• Exams Officer allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials.</li> <li>• Invigilator monitors candidate's condition for each exam and records any issues on incident log.</li> <li>• Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam.</li> <li>• Invigilator briefs Exams Officer after each exam on how candidate's performance in exam may have been affected by his/her condition.</li> <li>• Exams Officer processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence.</li> </ul>
<p>Persistent and significant difficulties in accessing written text.</p>	<p>Reader/ computer reader. 25% Extra time. Separate invigilation within the centre.</p>	<ul style="list-style-type: none"> <li>• Confirms candidate is disabled within the meaning of the Equality Act 2010.</li> <li>• Papers checked for those testing reading.</li> <li>• Computer reader/examination reading pen sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded.</li> <li>• 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.</li> </ul>
<p>Significant difficulty in concentrating.</p>	<p>Prompter Separate invigilation within the centre.</p>	<ul style="list-style-type: none"> <li>• Gathers evidence to support substantial and long term adverse impairment.</li> <li>• Confirms with candidate how and when they will be prompted.</li> <li>• Briefs invigilator to monitor candidate and the method of prompting.</li> </ul>

<p>A wheelchair user.</p>	<p>Desk Rooms Facilities Seating arrangements. Practical assistant.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Provides height adjustable desk in exam room.</li> <li>• Allocates exam room on ground floor near adapted bathroom facilities.</li> <li>• Spaces desks to allow wheelchair access and seats candidate near exam room door.</li> <li>• Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room.</li> <li>• 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.</li> </ul>
---------------------------	---	--