

# Equalities Policy (exams)

2022/23

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Mr A Hammersley (Head teacher)	
Signed:	
Date of next review	April 2024

## Key staff involved in the policy

Role	Name(s)
ALS lead/SENCo	<b>Mrs K Keane</b>
Senior leader(s)	<b>Mr A Hammersley, Mr P Cairns, Mrs L Wood, Mr S Porter, Mr J Haworth</b>
Head of centre	<b>Mr A Hammersley</b>
Assessor(s)	<b>Mr A Hammersley</b>
Access arrangement facilitator(s)	<b>Mrs K Keane</b>

## Purpose of the policy

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

- recognise 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 arrangements 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 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

JCQ's General Regulations for Approved Centres 2020-2021 (section 5.4)

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 9 of the JCQ publication *Adjustments for candidates with disabilities and learning difficulties* Access Arrangements and Reasonable Adjustments 2021-2022 (**Definitions** section).

This publication is further referred to in this policy as 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 [GR](#) and [AA](#)

#### Senior leader(s)

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

#### Additional learning support (ALS) lead/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](#)

## Teaching staff

- Inform the ALS lead/SENCo of any support that might be needed by a candidate

**Support staff** (for example, Learning Support Assistants, Teaching Assistants and Communication Support Workers)

- (where appropriate) Provide comments/observations to support the ALS lead/SENCo to 'paint a holistic picture of need', confirming normal way of working for a candidate

## 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 JCQ publication [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 all candidates are clearly defined and documented
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures the assessment process is administered in accordance with the regulations
- Ensures a policy demonstrating the centre's compliance with relevant legislation is in place
- Support the SENCo in determining the need for and implementing access arrangements
- 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
- Liaises with the EO to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- Defines and documents roles, responsibilities and processes in identifying, requesting and implementing access arrangements (*Access arrangements policy*)
- 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
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification
- 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
- 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

## **Use of word processors**

Please see the word processor policy in the Exam Policy file and also on the school website and T-drive.

## **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

#### **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.

## **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.

#### **ALS Lead/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)

#### **Exams officer**

- Understands and follows instructions for Invigilation arrangements for candidates with access arrangements and access arrangements in ICE 2021/22

#### **Other relevant centre staff – (Teaching Assistants/Invigilators)**

- Supports the SENCo and the exams officer to ensure appropriate access 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/standardised by the centre and externally moderated by the awarding body.

### ALS lead/SENCo

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

### Teaching staff

- Support the SENCo 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.

### ALS lead/SENCo

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

### Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidates

## Facilitating access

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

Candidate need(s)	Arrangements explored	Centre actions
A medical condition which prevents the candidate from taking exams in the centre	Alternative site for the conduct of examinations  Supervised rest breaks	SENCo gathers evidence to support the need for the candidate to take exams at home Pastoral head provides written statement for file to confirm the need Approval confirmed by SENCo; AAO approval for both arrangements not required Pastoral head discussion with candidate to confirm the arrangements should be put in place EO submits 'Alternative site form' for timetabled written exams to awarding body/bodies online through CAP An on-line submission must only be made for timetabled written examinations in the following qualifications... EO provides candidate with exam timetable and JCQ information for candidates

		<p>Pastoral head confirms with candidate the information is understood</p> <p>Pastoral head 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>
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>Rest breaks</p> <p>Scribe</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>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</p> <p>(25% Extra time - Form 8 completed as appropriate)</p> <p>Supporting evidence, AAO approval and signed candidate personal data consent form kept on file</p>
Significant difficulty in concentrating	<p>Prompter</p> <p>Separate invigilation within the centre</p> <p>Rest breaks</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/TA to monitor candidate and the method of prompting (go over to the candidate to bring his/her attention back to the paper - confirms requirement for separate room)</p>
A wheelchair user	<p>Desk/Chair</p> <p>Rooms</p> <p>Facilities</p> <p>Seating arrangements</p> <p>Practical assistant</p> <p>Rest breaks</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>Spaces desks to allow wheelchair access</p> <p>Seats candidate near exam room door</p> <p>Make all staff aware of emergency evacuation procedures for candidates in wheelchairs; also inform staff if having difficulties evacuating the building to make their way to a safe point which are situated upstairs and downstairs, so emergency services know where they are</p>

		<p>Evac chair training for staff</p> <p>Practical assistant cover sheet printed from AAO; to be completed by facilitator and securely attached to candidate's work where this may be applicable to the assessment</p>
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