Examinations Disability Policy

Ratification Date: ___20/07/21_____

Signed: ___AJHawkins_____

Review Date: ___11/09/26_____

Date of next review: September 27

Version Control

Version	Date	Changes
V1	20/07/21	Original
V1.1	21/07/23	Reformatted, punctuation and grammar amends;
V1.2	04/09/24	Updated SENDCO details
V1.3	12/09/25	Terminology update to SENDCO
V1.4	11/09/26	Policy reviewed, updated HoC responsibilities in place of COO at section 3.

Review

Approved and reviewed by The Board of Directors.

This policy will be reviewed annually, or more frequently, if necessary, to ensure that it remains up-to-date and effective. The review will take into account changes in legislation, guidance, and best practice. The review will also consider feedback from Young people, staff, and parents.

Key staff involved in the access arrangements process:

Role	**Name**
SENDCO	Rachel Hatton
Provision CEO	Andy Hawkins

LIMINAL Education

A 'Triple A' Approach to Holistic Education

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1.PURPOSE OF THE POLICY

This document is provided as an exams-specific supplement to the centre-wide disability/accessibility policy/plan which details how the centre: "recognises 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.
2†or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect"
[Quote taken directly from chapter 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, and good practice in relation to the Equality Act 2010"

2.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.

3.IDENTIFYING THE NEED FOR ACCESS ARRANGEMENTS

Roles and Responsibilities

The CEO :

- is responsible for being familiar with the entire contents
- refers to and directs relevant centre staff to the annually updated JCQ publications including GR and AA.

The Head of Centre:

- is familiar with the entire contents of the annually updated JCQ publications including GR and AA

The 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 a statement is provided which details the centre uses to award and allocate word processors for exams;
- provides a policy on the use of word processors in exams and assessment;

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

Teaching staff:

- inform the SENDCO of any support that might be needed by a candidate.

Support Staff (for example Learning Support Assistants):

- provide comments/observations to support the SENDCO in painting 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 current 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 are clearly defined and documented;
- ensures an appropriately qualified assessor(s) is appointed and 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 the assessment process is administered in accordance with the regulations and that the correct procedures are followed as per Chapter 7 of AA;
- ensures a policy demonstrating the centre's compliance with relevant legislation is in place;
- supports the SENDCO in determining the need for and implementing access arrangements; leads on the access arrangements process to facilitate access for candidates;
- defines and documents roles, responsibilities and processes in identifying, requesting and implementing access arrangements (Access arrangements policy);
- works with the person/persons appointed, on all matters relating to assessing candidates and the administration of the assessment process;
- 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;
- provides 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, and completes appropriate documentation as required by the regulations of JCQ and the awarding body.

4. REQUESTING ACCESS ARRANGEMENTS

Roles and Responsibilities

The Special Educational Needs Coordinator (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.

The 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;
- follows guidance in AA Section 8 to process approval applications for access arrangements for the qualifications listed on page 2 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 (application for access arrangements Profile of leaning 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;
- ensures the names of all other assessors, who are assessing candidates studying qualifications as listed on page 2 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 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;
- 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;

- liaises with teaching 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), and following the appropriate process(AAO for the qualifications listed on page 84 of AA; 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.

5.IMPLEMENTING ACCESS ARRANGEMENTS AND THE CONDUCT OF EXAMS

5.1 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).

Roles and Responsibilities

The CEO:

- 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.

The 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 temporary emergency arrangement is required at the time of an exam).

The Exams officer:

- understands and follows instructions for Invigilation arrangements for candidates with access arrangements and Access arrangements in ICE.

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; are familiar with the instructions for Invigilation arrangements for candidates with access arrangements and Access arrangements in ICE;
- ensure 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; 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;

- ensure 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;
- ensure that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates;
- 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; liaise with the exams officer (EO) regarding facilitation and invigilation of access arrangement candidates in exams;
- liaise 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;
- appoint appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Sign Language Interpreter);
- ensure facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s);
- ensure 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;
- ensure the facilitator is known by or introduced to the candidate prior to exams; ensure a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate;
- liaise with the EO to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues;
- ensure 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;
- ensure cover sheets, where these are required by the arrangement are completed as required by facilitators;
- liaise with the EO where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams;
- liaise 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;
- liaise 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; liaise with the SENDCO regarding the facilitation and invigilation of access arrangement candidates;
- liaise with the SENDCO regarding rooming of access arrangement candidates;
- liaise with the SENDCO to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues;
- ensure appropriate seating arrangements are in place where different arrangements may need to be made for a candidate to facilitate access to his/her exams;
- ensure candidates with access arrangements are identified on exam room seating plans;

- ensure invigilators are briefed prior to each exam session of the arrangements in place for a disabled candidate in their exam room; check 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);
- make 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 (PDF) question paper, where approved, 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;
- understand that where permitted/approved, secure exam question paper packets may need to be opened 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; provide 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 the qualification 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;
- liaise 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 could include:

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

5.2 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. "Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'." [Quote taken from the JCQ publication Instructions for conducting non-examination assessments – Foreword, page 3]

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;
- ensure centre-delegated and awarding body approved arrangements are in place prior to a candidate taking his/her first formal supervised assessment;
- ensure candidates are aware of the access arrangements that are in place for their assessments;
- ensure facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s);
- ensure 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.

5.3 INTERNAL EXAMS

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

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;
- 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.

6 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, and adaptation of the physical environment for access purposes.

The below 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.

A medical condition which prevents the candidate from taking exams in the centre:

- ✓ Alternative site for the conduct of examinations
- ✓ Supervised rest breaks
- ✓ SENDCO 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 SENDCO; 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
- ✓ EO provides candidate with exam timetable and JCQ information for candidates
- ✓ Pastoral head confirms with candidate the information is understood
- ✓ Pastoral head agrees with candidate that prior to each exam will call to confirm fitness to take exam
- ✓ EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials, Invigilator monitors candidate's condition for each exam and records any issues on incident log
- ✓ Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam
- ✓ Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by his/her condition

EO discusses with pastoral head if candidate is eligible for special consideration (candidate present but disadvantaged)

- ✓ EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence
- ✓ Pastoral head informs candidate that special consideration has been requested
- ✓ Persistent and significant difficulties in accessing written text
- ✓ Reader/computer
- ✓ reader
- ✓ 25% Extra time
- ✓ Separate invigilation within the centre

- ✓ Confirms candidate is disabled within the meaning of the Equality Act 2010
- ✓ Papers checked for those testing reading
- ✓ Computer reader/examination reading pen sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded
- ✓ 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

Significant difficulty in concentrating

- ✓ Prompter
- ✓ Separate invigilation within the centre gathers evidence to support substantial and long term adverse impairment, confirms with candidate how and when they will be prompted,

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)

A wheelchair user

- ✓ Rooms
- ✓ Facilities
- ✓ Seating arrangements
- ✓ Practical assistant
- ✓ 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
- ✓ Provides height adjustable desk in exam room
- ✓ Allocates exam room on ground floor near adapted bathroom facilities
- ✓ Spaces desks to allow wheelchair access
- ✓ Seats candidate near exam room door
- ✓ Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room
- ✓ 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