

# Equalities Policy (Exams)

## 2021/22

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Matthew McDonald	
Date of next review	October 2022

### Key staff involved in the policy

<b>Role</b>	<b>Name(s)</b>
ALS Lead/SENCo	<b>Laura Critchley, Ella Dixon</b>
SENCo line manager (Senior Leader)	<b>Matthew McDonald</b>
Head of centre	<b>Matthew McDonald</b>
Assessor(s)	<b>External provider – Wath Academy</b>
Access arrangement facilitator(s)	<b>Laura Critchley, Ella Dixon</b>

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## 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 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

(General Regulations for Approved Centres, 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
- Ensures the quality of the access arrangements process within the centre
- Ensures a policy demonstrating the centre’s compliance with relevant legislation is in place
- Ensures an appropriately qualified assessor(s) is appointed, 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

### **Senior leaders**

- Are familiar with the contents of the annually updated JCQ publications including GR and AA
- Ensure the quality of the access arrangements process within the centre
- Support the ALS Lead/SENCo in determining the need for and implementing access arrangements

### **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
- 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 for **all** 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 the assessment process is administered in accordance with the regulations and that the correct procedures are followed as in Chapter 7 of AA
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance
- Ensures an appropriately qualified assessor(s) is appointed, 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 qualified assessor(s) has access to the assessment objectives for the relevant specification(s) a candidate is undertaking
- Ensures the need for access arrangements for a candidate is considered on a subject by subject basis
- Ensures arrangements put in place for exams/assessments reflect a candidate's *normal way of working* within the centre
- Provides information to evidence the normal way of working of a candidate
- 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
- If not the appropriately qualified assessor, works with the person/persons appointed, on all matters relating to assessing candidates and the administration of the assessment process
- 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
- Provides a policy on the use of word processors in exams and assessments
- Ensures a statement is provided which details the criteria the centre uses to award and allocate word processors (this is part of our Word Processor Policy)

## ***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 in the centre**, unless the awarding body's specification says otherwise. We have a specific policy for Word Processor use and allocation for exams. A word processor cannot simply be granted to a candidate because they now want to type in exams, is faster on a keyboard or because they use a laptop at home. Our policy sets out which particular types of candidate we think would benefit from the use of a word processor, for example a candidate whose handwriting is illegible. We also have a statement that details the criteria the centre uses to award and allocate word processors for exams. The word processing policy and statement are reviewed and updated annually and can be found on our website. Centre staff are made aware of the word processing policy and statement.

### **Teaching staff**

- Inform the SENCo of any support that might be needed by a candidate
- Provide information to evidence the normal way of working of a candidate
- Support the SENCo in determining the need for and implementing access arrangements

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

- Provide comments/observations to support the ALS Lead/SENCo in painting a holistic picture of need confirming normal way of working for a candidate
- Support the ALS lead/SENCo in determining the need for and implementing access arrangements
- Ensures arrangements that are put in place for exams/assessments reflect a candidate's *normal way of working* within the centre

### **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 that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance
- Conducts appropriate assessments to identify the need(s) of a candidate

## **Requesting access arrangements**

### **Roles and responsibilities**

#### **ALS Lead/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

- Follows guidance in AA (chapter 8) to process approval applications for access arrangements for those qualifications
- 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 (such as BTECs through PAAO) – with the assistance of the Exams officer
- 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
- Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including (where required) the completion of JCQ Form 8 (*Application for access arrangements – Profile of learning difficulties*), 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
- Ensures where form 8 is required to be completed, the form is signed (a handwritten, electronic or typed signature is acceptable) and dated as required **prior** to approval being sought and that the 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 covered by AAO are entered into AAO to confirm their status
- 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)
- Maintains a file/e-folder for each candidate (the required documentation for a candidate will be in hard copy within the candidate's file/each of the required documents held electronically within the candidate's e-folder) 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 covered by AAO (where approval is required), a printout/PDF of the AAO approval and a signed candidate personal data consent form (which provides candidate consent to their personal details being shared)
- Presents the files/e-folders 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

**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
- Assists the ALS Lead/SENCo with applications for approval where this is required, through *Access arrangements online* (AAO), or through the awarding body where qualifications sit outside the scope of AAO (such as BTEC, PAAO)
- If the ALS lead/SENCo 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 SENCo 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 (using AAO for those qualifications included in the tool; using *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 (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)
- Is familiar with the instructions for *Invigilation arrangements for candidates with access arrangements* and *Access arrangements* in ICE 2021-2022
- 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 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

- Liaises with the exams officer (EO) regarding facilitation and invigilation of access arrangement candidates in exams
- 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
- Liaises with the EO to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- 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
- 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
- Liaises with the EO 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
- 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
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#### **Exams officer**

- Understands and follows instructions for *Invigilation arrangements for candidates with access arrangements* and *Access arrangements* in ICE 2021-2022
- Liaises with the ALS lead/SENCo 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 ALS lead/SENCo regarding the facilitation and invigilation of access arrangement candidates
- Liaises with the ALS lead/SENCo 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 ALS lead/SENCo regarding rooming of access arrangement candidates
- Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, 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 cover sheets, where these are required by the arrangement are completed as required by facilitators
- 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, malpractice or other results enquiry has been completed, whichever is later
- Ensures where a person is appointed to facilitate an access arrangement, the person appointed is not normally the candidate's own subject teacher but where the

candidate's own subject teacher has to be used, ensures a separate invigilator is always present

- Ensures where a person is appointed to facilitate an access arrangement, the person appointed is not a relative, friend, peer or private tutor of 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 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 invigilators are briefed prior to each exam session of the arrangements in place for a disabled candidate in their exam room
- Liaises with the ALS lead/SENCo to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- Ensures candidates with access arrangements are identified on exam room seating plans and invigilators are made aware of the arrangements awarded and invigilators informed of those candidates with access arrangements and made aware of the access arrangements awarded
- 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
- 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)
- Liaises with the ALS lead/SENCo where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams
- Assists SENDCo 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
- 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
- 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, a secure question paper packet may need to be opened early in the secure room to facilitate the following:
  - a Language Modifier may have access to the question paper 60 minutes prior to the awarding body's published start time for the exam in order to prepare
  - the Communication Professional may have access to the question paper 60 minutes prior to the awarding body's published start time for the exam in order to prepare
  - the Live Speaker may have access to the transcript of the Listening examination 60 minutes prior to the awarding body's published start 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 particular arrangements

#### **Other relevant centre staff**

- 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
- Other centre staff can include:
  - Staff responsible for **IT or other specialist equipment** that may need to be provided or adapted for a candidate
  - Vinci/site 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

#### **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/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
- Ensures a candidate has had appropriate opportunities to practice using the access arrangement(s) before their first examination
- 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

#### **Teaching staff**

- Support the SENCo in implementing appropriate access arrangements for candidates
- 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 pre-cursor to external assessments.

### Special educational needs coordinator (SENCo)

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

### Exam officer

- Provide exam materials that may need to be modified for a candidate
- 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

### 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 which prevents the candidate from taking exams in the centre	Alternative site for the conduct of examinations  Supervised rest breaks	<p><i>SENCo gathers evidence to support the need for the candidate to take exams at home</i></p> <p><i>Student Welfare Manager provides written statement for file to confirm the need</i></p> <p><i>Approval confirmed by SENCo; AAO approval for both arrangements not required</i></p> <p><i>Student Welfare Manager 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 using CAP</i></p> <p><i>An on-line submission will be made for timetabled written examinations where necessary</i></p> <p><i>EO provides candidate with exam timetable and JCQ information for candidates</i></p>

		<p><i>Student Welfare Manager confirms with candidate the information is understood</i></p> <p><i>Student Welfare Manager 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 Student Welfare Manager 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>Student Welfare Manager informs candidate that special consideration has been requested</i></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><i>SENCo Confirms candidate is disabled within the meaning of the Equality Act 2010</i></p> <p><i>Papers checked for those testing reading by EO</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 by EO</i></p> <p><i>SENCo produces 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><i>25% Extra time - Form 8 completed as appropriate by SENCo</i></p> <p><i>Supporting evidence, AAO approval and signed candidate personal data consent form kept on file by SENCo</i></p>
Significant difficulty in concentrating	<p>Prompter</p> <p>Separate invigilation within the centre</p>	<p><i>SENCo Gathers evidence to support substantial and long term adverse impairment</i></p> <p><i>EO Confirms with candidate how and when they will be prompted</i></p> <p><i>EO 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></p>
A wheelchair user	<p>Desk</p> <p>Rooms</p>	<p><i>SENCo applies for practical assistant to help candidate set up wheelchair and other equipment in a practical assessment;</i></p>

	<p>Facilities</p> <p>Seating arrangements</p> <p>Practical assistant</p>	<p><i>approval automatically fails so awarding body referral lists the tasks that will be performed</i></p> <p><i>EO provides height adjustable desk in exam room</i></p> <p><i>EO allocates exam room on ground floor near adapted bathroom facilities</i></p> <p><i>EO spaces desks to allow wheelchair access (with support from Vinci)</i></p> <p><i>EO seats candidate near exam room door</i></p> <p><i>EO confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room</i></p> <p><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></p>
<p>Severe anxiety attack just prior to exam</p>	<p>Supervised rest breaks</p> <p>Possible separate invigilation within the centre</p>	<p><i>SENCo/Student Welfare Manager/Exam officer determine potential causes for anxiety to see if any can be mitigated without requiring separate invigilation within the centre – such as moving seats, supervised rest breaks</i></p> <p><i>SRBs - 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 exam on how candidate's performance in exam may have been affected by his/her condition</i></p> <p><i>EO discusses with SENDCo/Student Welfare Manager 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>Student Welfare Manager informs candidate that special consideration has been requested</i></p> <p><i>If separate invigilation is required:</i></p> <p><i>SENCo/EO to identify suitable room and provision of an appropriate invigilator (cannot be a member of teaching staff who has been involved with teaching that subject to the student). If there are difficulties identifying rooms and invigilators refer back to Head of Centre/SLT</i></p> <p><i>Exam start may be delayed but candidate must remain under supervision at all times</i></p> <p><i>Candidate must be offered the full time for the paper</i></p>