

HEALING
SCHOOL



A Science Academy

Healing School – A Science Academy

Disability Policy (Exams)

This plan is reviewed annually to ensure compliance with current regulations

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Purpose of the policy

This Policy is provided as an exams-specific supplement to the school's *Accessibility Policy* which details how the school

“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.

†or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect”

[Quote taken directly from section 5.4 of the current JCQ publication [General Regulations for Approved Centres](#)]

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

This policy details how Healing Multi Academy Trust facilitates access to exams and assessments for disabled candidates under the Equality Act 2010, by outlining staff roles and responsibilities in relation to

- identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as ‘access arrangements’)
- requesting access arrangements
- implementing access arrangements and the conduct of exams
- good practice in relation to the Equality Act 2010

The Equality Act 2010 – Definition of Disability

A definition is provided on page 4 of the current JCQ publication *Adjustments for candidates with disabilities and learning difficulties* [Access Arrangements and Reasonable Adjustments](#).

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

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 Leaders

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

Special Educational Needs & Disability Coordinator (SENDCo)

- Has full knowledge and understanding of the contents of [AA](#), and refers to and directs relevant centre staff to this annually updated JCQ publication
- 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 candidates are clearly defined and documented
- If not the appropriately qualified assessor, works with the person(s) appointed, on all matters relating to assessing candidates and the administration of the assessment process
- Ensures an appropriately qualified assessor(s) are appointed and that evidence of the qualification(s) of the assessor(s) appointed are held on file
- Ensures the assessment process is administered in accordance with the regulations
- 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*)
- Is responsible for 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 is 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
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body

Exams Officer

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

Teaching staff

- Are involved with the identification of students who are clearly having difficulties accessing the curriculum, through their own departmental assessment procedures
- Are responsible for supporting students with SEN in their learning within a classroom setting
- Support the SENDCo in determining the need for and implementing access arrangements

- Provides appropriate evidence to confirm the need(s) of a candidate

Learning Support staff

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

Assessors of candidates with learning difficulties

Have detailed understanding of the current JCQ publication [AA](#). (*The school assessors of candidates with learning difficulties are qualified access arrangements specialist assessors*).

Use of Word Processors

At Healing School laptops may be used in external exams if the following criteria is met:

- they have been assessed as having fine motor difficulties that render their writing largely illegible in test situations
- their production rate is below that expected of their age using standardised scores
- using a laptop makes a significant difference to sequencing or structure of text **AND** it is their usual way of working in school.

The School's full Word processor Policy can be found on the School Website.

Requesting Access Arrangements

Roles and Responsibilities

- 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 listed on page 2 of AA.
- 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 who are not subject to a current EHCP or Statement of Special Educational Needs or those requiring a Language Modifier.
- 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
- 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)
- Liaises with teaching staff and exams officer regarding any appropriate modified paper requirements for candidates
- Maintains an up to date list of all pupils within the school who are working with Access Arrangements

Exams officer

- Is familiar with the entire contents of the annually updated JCQ publication [GR](#) and is aware of information contained in [AA](#) which may be relevant to the EO role
- 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 (e.g. 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 AA), orders published modified papers, by the awarding body's deadline for the exam series, when they are required for a candidate
- Works from the up to date list of pupils with SEN and liaises closely with SENDCo to ensure the correct examination arrangements are in place for each of these pupils
- Responsible for updating the SIMS Examiner module with correct Access Arrangements information prior to the start of the examination series
- Applies for approval when required, in conjunction with the SENDCo, via *Access arrangements online* (AAO), or through the awarding body if 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, in conjunction with the SENDCo, should the initial application for approval not be approved by AAO, but where the centre believe 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 first exam or assessment (which is externally assessed or internally assessed/externally moderated)
- Ensures that where approval is required that this is processed at the start of the course and at the latest by the awarding body deadline
- Maintains a file/e-folder for each for each candidate (the required documentation for a candidate will either be all in hard copy within the candidate's file **or** all in electronic format 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 listed on page 2 of AA (where approval is required), a print out/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 (in the event of an IT failure at the time of an inspection is able to access the required documentation in an alternative format eg. a memory stick or hard copy).

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

- Support the SENDCo, the exams officer and other relevant centre staff, including the Estates Manager, in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- Is familiar with and follows the *Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations* provided in the current [ICE](#) (page 44).
- Appoints appropriate centre staff as facilitators to support candidates (e.g. to act as a practical assistant, prompter, Oral Language Modifier, reader, scribe or Sign Language Interpreter)
- Are 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

Special Educational Needs and Disability 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)
- 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](#) (page 44).
- 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
- Liaises with the exams officer (EO) regarding facilitation and invigilation of access arrangement candidates in exams
- Ensures the facilitator (e.g. reader, scribe etc.) is known by or introduced to the candidate prior to exams
- Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate
- Liaises with the EO if a facilitator is required to support a candidate who needs an emergency (temporary) access arrangement at the time of exams

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](#)
- Liaises with other relevant staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to exams
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time
- Ensures that prior to any arrangements being put in place checks are made that arrangements do not impact on any assessment criteria/competence standards being tested
- Ensures appropriate seating arrangements are in place where different arrangements may need to be made for a candidate to facilitate access to his/her exams
- Ensures 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 as detailed in Chapters 7 and 8 of the JCQ Booklet “Instructions for Conducting Examinations”
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- 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 facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Liaises with the SENDCo regarding any rooming needs for access arrangement candidates
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Liaises with the SENDCo to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)

- Liaises with the SENDCo regarding any needs for the facilitation and invigilation of access arrangement candidates
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Checks in advance of dated exams/assessments that modified paper orders have arrived (and if not contacts the awarding body to ensure that papers are available when required)
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Makes modifications that may be required and are permitted to be carried out 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 if a candidate is approved the use of a computer reader) and, where approved, 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
- Ensures invigilators are briefed prior to each exam session of the arrangements in place for a disabled candidate in their exam room
- Ensures that the facilitator only has access to the papers one hour prior to the published start time of the exam
- Provides cover sheets prior to the start of an exam if required for particular access arrangements and ensures that these have been fully completed before candidates' scripts are dispatched to examiners / markers
 - prints pre-populated cover sheets from AAO where this is required for those qualifications listed on page 2 of AA
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- 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
- 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
- Where required for emergency (temporary) access arrangements, applies for approval through AAO or through the awarding body if qualifications sit outside the scope of AAO

Other relevant centre staff

- Are familiar with the *Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations* provided in the current [ICE](#) (page 44).
- 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
- Staff responsible for IT or other specialist equipment that may need to be provided or 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 verified by the centre and 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 and Disability Coordinator (SENDCo)

- Liaises with teaching staff and exams officer to implement appropriate access arrangements for candidates
- Ensures centre-delegated and awarding body approved arrangements are in place prior to a candidate taking his/her first formal supervised assessment
- Ensures candidates are aware of the access arrangements that are in place for their assessments
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- 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 his/her first formal supervised assessment
- Liaises with the SENDCo 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

- Supports the SENDCo in implementing appropriate access arrangements for candidates
- Provide the SENDCo with assessment schedules to ensure arrangements are put in place when required
- Liaises with the SENDCo and exams officer regarding assessment materials that may need to be modified for a candidate
- Ensures cover sheets are completed as required by facilitators

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 and Disability 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

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 Arrangements – 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.

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	SENDCo and EO gather evidence to support the need for the candidate to take exams at home EO makes requests to Exam Boards in relation to alternative site, submitting appropriate form and keeping it on file for inspection of the JCQ Inspector EO will arrange appropriate invigilator to attend alternative location. Providing them with the appropriate papers and materials EO will speak to parent to ensure the appropriate arrangements with the property are suitably arranged

		<p>EO agrees with candidate that prior to each exam will call to confirm fitness to take exam</p> <p>EO and SENDCo will discuss with candidate to confirm the arrangements will be put in place</p> <p>EO provides candidate with exam timetable and JCQ information for candidates</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 Vice Principal 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> <p>EO informs candidate that special consideration has been requested</p>
<p>Persistent and significant difficulties in accessing written text</p>	<p>Reader/computer reader</p> <p>25% extra time</p> <p>Separate invigilation within the centre</p>	<p>Confirms candidate is disabled within the meaning of the Equality Act 2010</p> <p>Papers checked for those testing reading</p> <p>Computer reader sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded</p> <p><i>A short concise file note produced on centre headed paper, signed and dated kept on file, confirming the nature of the candidate's impairment and that the use of a computer reader and/or a reader reflects his/her normal and current way of working within the centre</i></p> <p><i>(25% Extra time - Form 8 completed as appropriate)</i></p> <p><i>Supporting evidence, AAO approval and signed candidate personal data consent form kept on file</i></p> <p>Form 8, signed and dated, with Sections A,B and C completed; kept on file with body of supporting</p>

		evidence, printed approval from AAO and signed data protection notice
Significant difficulty in concentrating	Prompter	<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 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)</p>
A wheelchair user	<p>Desk</p> <p>Rooms</p> <p>Facilities</p> <p>Seating arrangements</p> <p>Practical Assistant</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 bathrooms facilities</p> <p>Spaces desks to allow wheelchair access</p> <p>Seats candidate near exam room door</p> <p>Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room</p> <p>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</p>