



## **Disability Policy – Examinations (supplementary to Examinations Policy, Single Equality Policy and Accessibility Policy)**

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## **Purpose of the policy**

This document is provided as an examinations-specific supplement to the Accessibility Policy 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.***

***†for 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 policy details how the Centre facilitates access to examinations 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 examinations

## **The Equality Act 2010 definition of disability**

A definition of is provided on page 4 of the current JCQ publication *Adjustments for Candidates with Disabilities and Learning Difficulties Access Arrangements and Reasonable Adjustments*

## **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

### **Senior Leaders**

- Are familiar with the entire contents of the annually updated JCQ publications

### **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 publications
- Ensures the quality of the access arrangements process within the Centre
- Ensures a appropriately qualified assessor(s) is appointed 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

- Ensures arrangements are put in place for examinations/assessments reflecting a candidate's *normal way of working* within the Centre

### **Teaching Staff**

- Inform the SENCO of any support that might be needed by 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 publications

### **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
- Follows guidance to process approval applications for access arrangements for GCSE qualifications
- Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including the completion of JCQ Form 8, where required, and a body of evidence to substantiate the candidate's normal way of working within 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 GCSE (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

#### **Examinations Officer**

- Is familiar with the entire contents of the annually updated JCQ publications and is aware of information relating to Access Arrangements where this may be relevant to the role
- Liaises with the SENCO to ensure a list of Access Arrangements is compiled prior to examinations being seated and that AAO approval is in place where appropriate.

## **Implementing Access Arrangements and the Conduct of Examinations - 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 Examinations Officer and other relevant Centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to examinations

### **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 examination)
- Liaises with the Examinations Officer regarding facilitation and invigilation of access arrangement candidates in examinations

### **Examinations Officer**

- Is familiar with and follows the *Checklist for Heads of Centre and Examinations Officers – The Equality Act 2010 and Conduct of Examinations* provided in the current ICE
- Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators
- Liaises with the SENCO regarding rooming of access arrangement candidates
- Makes modifications that are permitted as required (copying question paper onto coloured paper on printing to enlarged (A3) size) that may be required and where approved opens the examinations question paper in the secure room no earlier than 90 minutes prior to the published start time of the examinations.

### **Other Relevant Centre Staff**

- Support the Examinations Officer/SENCO to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to examinations.

### **Internal Assessments**

These are non-examinations 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 Centre’s are classified as ‘NEA’.”*

### **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

### **Teaching staff**

- Support the SENCO in implementing appropriate access arrangements for candidates

### **Internal Examinations**

These are examinations or tests which are set and marked within the Centre; normally a precursor to external assessments

### **Special Educational Needs Coordinator (SENCO)**

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

### **Examinations Officer**

- Provide the SENCO with internal examinations timetable to ensure arrangements are put in place when required
- Provide examinations materials that may need to be modified for a candidate

### **Facilitating access**

The following information confirms good practice with the Centre 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.