

Meadow High School



1.1 Exams - Equalities Policy

(formerly Disability Policy (Exams))

2023/2024

This document is reviewed annually to ensure compliance with current JCQ (Joint Council for Qualifications) regulations.

Policy Owner: Exams Department

Last Review: February 2024

Next Review by: February 2025

Key staff involved in the policy

Role	Name(s)
Head of Centre	Mrs J Rigby (Headteacher)
Examinations Officer Line Manager	Miss M Taylor (Assistant Headteacher, KS5) Mrs A Fabisch (Deputy Assistant Headteacher, KS5)
Deputy Headteacher (Curriculum)	Ms C Caddell
Assistant Headteacher(s)	Miss M Taylor (Assistant Head, Key Stage 5) Mrs A Fabisch (Deputy Assistant Headteacher, KS5) Ms J Richards (Assistant Head, Year 9, 10 and 11)
Examinations Officer	Mrs Alison Norris

Purpose of the policy

This document is provided as an exams-specific supplement to the centre-wide Equalities Objectives Policy.

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 4 of the current JCQ (Joint Qualification Council) 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.

Meadow High School is a school for pupils aged 11-19 with "Complex and Moderate Learning Difficulties with Autism", and therefore all pupils fall within the definition of disabled under the Equalities Act 2010.

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 (General Regulations) and AA (Access Arrangements)
- Ensures the quality of the access arrangements process within the centre
- Ensures an appropriately qualified assessor(s) is appointed (if appropriate) and that evidence of the qualification(s) of the person(s) appointed is held on file
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification

Senior leaders

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

Assistant Heads of Year 11 and Key Stage 5

Whilst at Meadow High School there is no SENCO role, the associated responsibilities are undertaken by the Assistant Heads for Year 11 and Key Stage 5.

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication AA
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements for candidates (including private candidates) are clearly defined and documented
- 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*)
- Provides a policy on the use of word processors in exams and assessments
- 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 Examinations Officer to ensure centre delegated and awarding body approved access arrangements are

put in place for candidates taking internal and external exams/assessments

- Completes appropriate documentation as required by the regulations of JCQ and the awarding body

Teaching Staff

- Inform / liaise with the Assistant Headteachers of any support that might be needed by a candidate.

Multi Disciplinary Team (Occupational Therapists, Speech and Language Therapists, Physiotherapists)

- To offer advice and support on individual pupils' needs in relation to accessing exams.
- To provide any evidence as requested by the Assistant Heads, where appropriate.

Examinations Officer

- Ensures a policy demonstrating the centre's compliance with relevant legislation is in place
- Ensure a statement is provided which details the criteria the centre uses to award and allocate word processors for exams
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification
- Teaching staff
- Inform the Assistant Head of any support that might be needed by a candidate
- Provide information to evidence the normal way of working of a candidate

Support staff (for example, Teaching Assistants)

- (where appropriate) Provide comments/observations to support the Assistant Head in *painting a holistic picture of need* confirming *normal way of working* for a candidate
- Provide information to evidence the normal way of working of a candidate

Use of word processors

A separate Word processor policy (exams) will be available to view on our website.

- *The use of a word processor must reflect the candidate's normal way of working within the centre and be appropriate to the candidate's needs.*
- *The Use of a Word Processor Statement is provided by, and reviewed annually, by the Senior Leadership Team. The Word Processor Policy/Statement details the criteria the centre uses to award and allocate word processors for examinations.*

Requesting access arrangements

Roles and responsibilities

Assistant Heads Year 11 and Key Stage 5

- 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 Section 8 to process approval applications for access arrangements for those 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
- 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 not meet the criteria for the arrangement(s)
- 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 learning difficulties*), where required, and a body of evidence to substantiate the candidate's normal way of working within the centre
- Presents the files when requested by a JCQ Centre Inspector

Examinations 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 Examinations Officer role
- Ensures that where approval is required that this is applied for by the awarding body deadline

- 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)
- Presents the files when requested by a JCQ Centre Inspector
- Liaises with the Assistant Head 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 (AAO for those qualifications listed on page 74 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

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 Assistant Heads, 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 exams ~
- Is 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)

Assistant Heads Year 11 and Key Stage 5

- 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)
- 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 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 Examinations Officer (Examinations Officer) regarding facilitation and invigilation of access arrangement candidates in exams
- Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Sign Language Interpreter)
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures 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
- Ensures the facilitator 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 Examinations Officer to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- 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

Examinations 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 (page 44)
- Liaises with the Assistant Heads 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 Assistant Heads 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
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates
- 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

- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures 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
- 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 ICE 7 and 8
- Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators
- Liaises with the Assistant Heads regarding the facilitation and invigilation of access arrangement candidates
- Liaises with the Assistant Heads regarding rooming of access arrangement candidates
- Liaises with the Assistant Heads to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- 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 invigilators are briefed prior to each exam session of the arrangements in place for a disabled candidate in their exam room
- 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)
- 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 published start time of the exam
- Understands that where permitted/approved, secure exam question paper packets may need to be opened early where preparation is required by the

facilitator (Oral Language Modifier, Live Speaker, Sign Language Interpreter only)

- Ensures that the facilitator only has access to the papers 60 minutes prior to the published start time of the exam
- 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 those qualifications 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
- Liaises with the Assistant Heads where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams

Other relevant centre staff

- Staff responsible for **IT or other specialist equipment** that may need to be provided or adapted for a candidate
- Estates/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
- The Assistant Head liaises with the **Examinations Officer** where a facilitator may be required to support a candidate requiring an **emergency (temporary) access arrangement** at the time of exams

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*]

Assistant Heads, Year 11 and Key Stage 5

- 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 facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)

Examinations Officer

- Ensures cover sheets are completed as required by facilitators

Teaching staff

- Support the Assistant Heads in implementing appropriate access arrangements for candidates
- Provide the Assistant Heads with assessment schedules to ensure arrangements are put in place when required
- Liaise with the Assistant Heads regarding assessment materials that may need to be modified for a candidate

Access arrangement facilitator(s)

- Ensures candidates are aware of the access arrangements that are in place for their assessments
- 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

Internal exams

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

Assistant Heads Year 11 and Key Stage 5

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

Teaching staff

- Support the Assistant Heads in implementing appropriate access arrangements for candidates
- Provide exam materials that may need to be modified for a candidate
- Provide the Assistant Heads with internal exam timetable to ensure arrangements are put in place when required

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